DOCUMENT RESUME

ED 096 588   CG 009 279

AUTHOR   Hunt, Jon H.
TITLE   Management Development Workshop for Career Education
              Project Directors. Final Report. Project No. V.T.A.D.
              4-0655.
INSTITUTION   Florida State Univ., Tallahassee. Career Education
              Center.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div.
              of Vocational, Technical and Adult Education.
PUB DATE   Jul 74
NOTE   217p.

EDRS PRICE   MF-$0.75 HC-$10.20 PLUS POSTAGE
DESCRIPTORS   *Career Education; *Coordinators; *Management
              Development; Occupational Guidance; *Program
              Descriptions; Staff Improvement; *Workshops

ABSTRACT
                  This document presents the results of an inservice
staff development conference for project directors of career
education in Florida. The workshop was based on the need to improve
competencies in the following areas: (1) development of a management
systems approach to career education; (2) use of state guidelines for
submitting career education projects; (3) design and implementation
of inservice programs for project teachers at all levels; (4)
development and conceptualization of a model career education program
applicable to any county; and (5) establishment of effective lines of
communication as well as effective working relationships with
district level-county/city administrators. Topics for the group work
sessions were focused on these five areas, and the body of the report
is a compilation of pertinent points of the discussions, as well as
their outcomes. Evaluation of the workshop indicated that 70 percent
of the participants felt the objectives had been accomplished
slightly above "good." The report provides additional statistical
treatment of participant responses, along with a detailed appendix on
the Florida position on career education. (Author/PC)

FINAL REPORT

MANAGEMENT DEVELOPMENT WORKSHOP FOR CAREER EDUCATION PROJECT DIRECTORS

FINAL REPORT

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Dr. Robert E. Andreyka, Project Director

Report prepared by Jon H. Hunt
Edited by Margaret E. Heath

Florida State University
Program of Vocational, Technical and Career Education
Tallahassee, Florida
July 1974

FOREWORD

The Program for Vocational, Technical and Career Education, The Florida State University, considers it a real pleasure to have had the opportunity of serving Florida's Career Education Directors and other career education personnel in their endeavor to implement career education in the public schools of Florida. Truly . . . "Career education is a concept whose time has come."

With this thought in mind and in fulfillment of our commitment to place in your hands a product resulting from your workshop efforts in Orlando, Florida, we hereby offer what we feel is a final report worthy of future reference, as well as an aide in helping you accomplish your goals and objectives.

For their efforts in helping to make this management workshop a reality, recognition and thanks are due the Florida Department of Education. The Division of Vocational, Technical and Adult Education for the grant that p·· ded the means by which we were able to hold this training session.

Appreciation for their efforts in planning and conducting the program is extended to Mr. Thurman Bailey, Assistant Bureau Chief, Bureau of "..cational and Adult Programs; Mr. Romeo Massey, Coordinator Career Education Curriculum Laboratory; Ms. Myrtle Hunt, Director Career Education Pinellas County; Dr. James Smith, Director Career Education Broward County; Mr. Bob Smith, Assistant Director – Career Education, Broward County; Mr. Robert Megow, Director Career Education, Orange County and his staff; Mr. Chris Mendola, Career Education Project Director, Marion County; Ms. Margaret Winkler, Coordinator Resource and Information Center; Ms. Blanche McMullen, Department of Education Coordinator for Elementary and Secondary education.

For their special efforts to capture the pertinent information during the workshop sessions special thanks and recognition are given to the following Department of Education Area Consultants for Career Education who acted as chairpersons and recorders for the group work sessions. They are:

Area I	Mr. Bob Collard	Ms. Jeanette McGlamory
Area II	Mr. Steve Brinsko	Mr. F. D. McCormick
Area III	Ms. Patsy Agee	Ms. Sarah Hurst
Area IV	Mr. Al Gonzales	Mr. Ed Shuttleworth
Area V	Mr. Bob Croft	

The aide and assistance of the Career Education Curriculum Laboratory has been most valuable in getting the report ready for publication. For the cooperative, untiring efforts of Ms. Betty Bogusch, Ms. Beverly Folger, Ms. Kathy Sirianni, and other Career Education Curriculum staff - we express our sincere thanks for a job well done.

Special recognition is extended to Mr. Jon Hunt, Ph. D. student at Florida State University who helped assist in coordinating and writing the proposal for the workshop as well as prepared the final report; Ms. Margaret Heath, Florida State University Ph. D. student, who edited the transcript. Appreciation is also extended to the many Florida State Program of Vocational, Technical and Career Education secretarial staff who contributed to the success of the workshop.

i

We look forward to activities in which we can be of continued service to the Department of Education as well as others who are striving to help education meet the needs of those it serves.

<div align="right">

Robert E. Andreyka, Coordinator
Program of Vocational, Technical and
   Career Education
The Florida State University

</div>

TABLE OF CONTENTS

TABLE OF CONTENTS CON'T.

LIST OF TABLES AND FIGURES

Section III: Evaluation Report

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Nature of the Workshop

Career education is making commendable strides in various
areas in Florida. This has been accomplished through the
dedication and hard work of many career education directors
and their staff, in cooperation with the Vocational, Technical
and Adult Division (VTAD). To reach the goals and objectives
of career education, many of the directors admit a need for
more help in developing competencies essential to the mana-
gement of their career education projects.

A special planning meeting was held on March 20, 1974,
in Tallahassee, Florida, with various State Department of
Education personnel, VTAD Area Consultants for Career Educa-
tion, Florida State University personnel working Career
Education, and three Directors of Career Education exemplary
programs. This meeting was held to determine what problems
are being encountered by Project Coordinators and Directors
in the management of their respective projects. From this
meeting the problems encountered were to be rated, thus
determining what should be emphasized in an in-service staff
development conference for project directors.

1

The workshop focused on five areas of priority that should receive attention in order to help directors and coordinators in developing competencies needed to manage career education projects within their districts. This workshop evolved around the following focal points:

1. An overview of competencies needed by project coordinators and directors if they are to manage their projects in an efficient and systematic manner.

2. An overview of the State Guidelines in submitting career education projects for funding, etc.*

3. Designing and implementing in-service programs for project teachers (elementary, secondary, and middle-junior high levels).

4. Developing and conceptualizing a model career education program applicable to any county.

5. Establishing-effective lines of communication as well as ways of establishing effective working relationships with district level-county/city administrators.

Need for the Workshop

Based upon the assessment made at the special planning meeting in March, 1974, a need was determined calling for an in-service workshop that would help county career education project coordinators and directors become more competent in the following areas:

1. Developing a management systems approach that includes

   a. Mission and goals
   b. Analysis of components: staff, curriculum (elementary, middle-junior high, secondary

* The State Guidelines were not available for the workshop.

                          levels), evaluation, placement-follow-up,
                             and inservice training
                    c.   Coordinating - resources (people, time, money,
                          equipment, and supplies)
                             i. within the system
                             ii. outside the system
                    d.   Motivational factors

          2.   Using State Guidelines for submitting career education
                projects

          3.   Designing and implementing in-service programs for
                project teachers at elementary, middle-junior high,
                and secondary levels

          4.   Developing and conceptualizing a model career educa-
                tion program applicable to any county,

          5.   Establishing effective lines of communication as
                well as effective working relationships with
                district level-county/city administrations.

Objectives of the workshop:

    ●   To provide resource people capable of helping project
         coordinators and directors in reviewing and develop-
         ing a management systems approach requiring competen-
         cies in the following areas:

         - Better missions and goals
         - Better analysis of components of a management
             system
         - Improved coordination of resources, and
         - Improved motivational factors

    ●   To provide resource people who will give an overview
         to project coordinators and directors in the use of
         State guidelines in submitting career education
         projects for funding, etc., resulting in project
         directors and coordinators becoming more proficient
         and systematic in developing career education
         projects submitted for funding, etc.

    ●   To provide resource people capable of helping project
         coordinators in designing and implementing in-service
         programs for project teachers at elementary, middle-
         junior high and secondary levels - thus resulting in
         project directors gaining a workable knowledge of

how to design and implement in-service programs
for elementary, middle-junior high and secondary
level project teachers in their county.

- To provide resource people, consultants, and other
  information that will allow project coordinators
  to become more competent in conceptualizing and
  developing a model career education program appli-
  cable to any county, thus resulting in project
  directors gaining a clearer understanding and a
  workable knowledge of the model as it applies to
  their county, including steps necessary in achieving
  it.

- To evaluate the effectiveness of this workshop at
  the close of the workshop and assess other problems
  that need special help and attention. Six months
  later, a follow-up survey will be conducted to
  determine the usefulness of the workshop and assess
  other training needs.

- To keep records of meetings so that a final report
  may be edited and published as well as distributed
  to all workshop participants as a reference in
  future need.

The in-service workshop was conducted under the auspices

of Florida State University's Vocational, Technical and Career

Education program and Division of Continuing Education, and

the Division of Vocational, Technical and Adult Education,
Department of Education, and began April 30 at 1:30 p.m., May 1,

for eight hours, and May 2 from 8:00 a.m. until noon. No

special dinners or evening sessions were held during the work-

shop. Meetings were held in conference rooms at the Howard

Johnson Motor Lodge, intersection of I-4 and Lee Road in

Orlando, Florida.

Procedure:

On April 30, 1974, the workshop began at 1:30 p.m.; the

following topics were presented in the afternoon general

session. The agenda for the afternoon general session was:

Tuesday, April 30 - Ambassador Room

1:30 - 1:45	Introductory Remarks, Mr. Thurman Bailey State Department of Education
1:45 - 2:00	Overview of Workshop, Dr. Robert Andreyka Florida State University
2:00 - 2:30	Preparation of Final Report for 1973-74, Career Education Project, Mr. Thurman Bailey State Department of Education
2:30 - 3:15	Career Education: Resource Guide, Mrs. Margaret Winkler, Career Education Curriculum Lab.
3:15 - 3:45	Break
3:45 - 4:15	Career Education: A Media Approach, Mr. Chris Mendola, Marion County
4:15 - 5:00	Overview of State Guidelines for submitting Career Education Projects for funding, Mrs. Blanche McMullen (Revised topic.)
Recess	Until 8:30 a.m., May 1, 1974

May 1 - May 2, 1974 - Beginning the second morning, and for

the remainder of the workshop, participants were divided

into three predetermined groups. These groups consisted of:

1. Large ADA enrollment counties
2. Medium ADA enrollment counties
3. Small ADA enrollment counties

Three topics were   presented to the groups at different

times. The agenda for the remainder of the time follows:

Wednesday, May 1 - Topics for Group Work Sessions

    Topic #1   The Design and Implementation of In-service
                Programs for Project Teachers

                                    Mr. Robert Megow and Staff,
                                    Orange County

    Topic #2   Conceptualizing and Developing a Model Career
                Education Program

                                      Mr. Romeo Massey, Career Educ.
                                    Curriculum Lab and Mrs. Myrtle
                                    Hunt, Pinellas County

    Topic #3   Establishing Effective Lines of Communication
                and Working Relationships with District Level
                County/City Administrators

                                      Dr. James Smith, Broward County
                                    Mr. Robert Smith, Broward County

8:30 - 12:00	Topic Assigned to Each Group
12:00 - 1:30	Lunch
1:30 - 5:00	Topic Assigned to Each Group
5:00	Close of Second Session
Recess	Until 8:00 a.m., May 2, 1974

Thursday, May 2 -

8:00 - 11:30	Topic Assigned to Each Group
11:30 - 12:00	Conference Evaluation and Summary, Mr. Thurman Bailey and Jon Hunt

The person presenting topics was the resource person for the

group. In addition, each group had a chairperson and a recorder.*

The recorder was responsible for recording the session and

submitting his report to the chairman of his/her group. The

*Area VTAD Career Education Consultants and/or University
 personnel were assigned as recorders or chair-person.

chairperson was responsible for checking to see if all pertinent points of the discussion, as well as their resulting product, was forwarded to the Workshop Director. These reports have been edited and are included in this Final Report.

Evaluation:

At the end of the final group session, the workshop participants were reconvened into a general session and were asked to evaluate the workshop. A survey/evaluation form was developed and used for this purpose. This has allowed the workshop coordinator and staff, along with VTAD personnel, to identify where the strong areas are and locate any weak areas. This evaluation will help in the continued effort to improve future in-service training. The survey portion had allowed the Workshop participants to express other competencies they must develop. This will help in planning future workshops, to aid them in managing an efficient and systematic career education project.

Follow-up

A follow-up survey and evaluation of county career education directors and coordinators who attend the workshop will be conducted approximately six months following completion of the workshop. The follow-up activity will consist of one drive-in session in each of the five geographical areas and will be planned cooperatively by VTAD personnel, area career education consultants, and Florida State University personnel.

The survey will attempt to determine the extent to which the workshop was useful to each of the directors or coordinators as they manage their career education projects. Program evaluation information will be collected, also, regarding additional management training needs and the workshop participant's suggestions for future training programs.

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Workshop Participants*

GROUP 1	GROUP 2	GROUP 3
Mr. Leo D. Barnes	Mr. George Barnett	Mrs. Andrea F. Barrett
Mr. Richard J. Bannigan	Mr. C. M. Clark	Mr. Averly Brown
Mr. Walter P. Bucklin	Mr. J. C. Clemans	Mrs. Maxine F. Carr
Mr. Henton D. Elmore	Mr. David Coggshall	Mr. J. P. Delony
Mr. James L. Gautier	Mr. Elmo Collins, Jr.	Mr. Fred D. Greene
Miss Laura Haire	Mrs. Mary Corbin	Mr. Skipper Jones
Mr. J. Leon Hamilton	Dr. L. Cunningham	Mr. Edward J. McCormack
Ms. Susan Horvath	Mr. James H. Diamond	Mr. Howard G. McNeil
Mrs. Myrtle E. Hunt	Mr. John A. Downs	Mr. Lester N. Mensch
Dr. Leonard D. Jackson	Mr. John E. Earle	Mr. H. W. Merritt
Mr. Frank Laudano	Mr. S. Herb Hendry	Mr. William G. Perry
Mr. R. Lawrence Liss	Mrs. Jo Hewell	Mr. Walter A. Shriver
Mr. Christopher Mendola	Mr. Eddie L. Johnson	Mr. Calvin Stevenson
Mr. Jim Miles	Mr. Thomas Johnson, Jr.	Mr. Rae Palmer Shuler
Mr. Fred C. Miller	Mr. Vincent M. Jones	Mr. Carl M. Williams
Mr. Michael Neal	Mr. John F. Kelly, Jr.	Mr. James E. Witt
Mr. Clinton M. Rouse	Mr. George R. Lawrence	Mr. Zack A. Wuthrich
Mr. Robert J. Smith	Mr. Craig Marsh	
Mr. James C. Talley	Mr. Jim Norton	
Mrs. Mary C. Tate	Mr. Wm. "Bill" L. Osterhoudt	
Mr. Frank Theriault	Mr. E. Ray Roberts	
Mrs. Olive Thomas	Mr. Jack Roberts	
Mr. Ernest Upthegrove	Mr. Jim Ross	
	Mr. Dan Sheppard	
	Mr. Jud Wilhelm	

	May 1 8:30-12:00	May 1 1:30-5:00	May 2 8:00-11:30
GROUP #1	Topic #1	Topic #2	Topic #3
GROUP #2	Topic #2	Topic #3	Topic #1
GROUP #3	TOPIC #3	Topic #1	Topic #2

* Refer to Appendix for addresses.

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS
Staff Participants *

Mrs. Patsy Agee
Dr. Robert Andreyka
Ms. Patricia Arredondo
Mr. Joe Barkley
Ms. Sherrie Branyon
Mr. Thurman Bailey
Ms. Mary Joyce Batemen
Mr. Steve Brinsko
Ms. Linda Cheatum
Mr. Bob Collard
Mr. Bob Croft
Ms. Kathleen Gordon
Mr. Alfred Gonzalez
Ms. Sarah Hurst
Mr. Jon H. Hunt
Ms. Eleanor J. Jennings

Mr. Romeo Massey
Ms. Jeanette L. McGlamory
Mr. F. D. McCormmick
Mr. Gerald Marin
Ms. Blanche McMullen
Mr. Robert Megow
Ms. Carolyn S. Petty
Mr. Robert O. Pryor
Mr. Ray Robinson
Mr. Richard Racine
Ms. Pinkie Saunders
Dr. James E. Smith
Mr. Ed Shuttleworth
Ms. Julia Wray
Mr. Custer Whiteside
Mrs. Margaret Winkler
Mrs. Jacklyn L. Zenzel

* Refer to Appendix for addresses.

SUMMARIES OF GENERAL PRESENTATIONS

1.---Introductory Remarks
   Thurman Bailey:

Next year funding for Career Education will not be funded as it
was this year. There is a move in the Legislature to make Career
Education a categorial program under the Florida Education
Finance Program Act. This means that funding would not be funded
through the Vocational Improvement Fund and would not be allocated
per-se by the Division of Vocational and Adult Education. There
probably will be a formula stating that each district would
receive so much money according to possibly FTE in grades 1-12,
the involvement County says it wants to get into next year in
implementing and evaluating the program.

Legislature is definitely going to put some money ($5 million or
more) in the Florida Education Program as a transitional Program:
4 years in which you determine whether it becomes a permanent
part of the funding program or whether it is dropped.

No project method next year. There will simply be a plan; the
plan you submit will have a bearing on the money you will get.

This idea of funding was developed in the last week.

Dr. Eaddy (at the request of chief state school officers) is
in Dallas, Texas to make a presentation on progress and develop-
ments of career education in Florida - Evidently they feel Florida
is among "tops" on progress being made in implementing career
education on a state-wide basis.

      *   *   *   *   *   *   *   *   *

2.---Overview of Workshop
   Dr. Andreyka:

Registration form should have been completed and given to Jon
Hunt. Purpose of workshop: To develop competencies essential
to the career educational project in your county.

Topics: 1. Design/implement an in-service program
          2. Develop a model career education program
          3. Establish effective guidelines

A final report will be mailed to everyone when it's completed.

      *   *   *   *   *   *   *   *   *

3.---Preparation of Final Report and Other Projects
   Mr. Bailey

Law requires each district to make a final report at the end of
the year on how money was spent. A document was mailed out to
Finance Officer and District Superintendent. It follows form

3.---Preparation of Final Report cont.

for other 2 reports - initial and interim. It is necessary that this final report be submitted.

If, as of June 30, you have money left that hasn't been spent, apply it to next year's expenditures. Spend it by August 31. Issue a purchase order or have it in a signed contract.

Transfer money from one account to another - Write letter stating you wish to transfer, for example, salary account number to instructional materials, account number, etc.

Basically, there are four accounts:

1. Salary
2. Other personal services
3. Operating expenses: travel, communications, rental, duplicating printing, xerox
4. Operating capital outlay - bound books, office furniture, instruction equipment costing more than $25 per item

By June 2, Mr. Bailey should know what allocations are for next year and will let everyone know immediately. Due date for final report is July 15 - Mid year report around January and final report for next year in mid summer. Show how you are going to implement program for coming year - do more than just plan.

Pages 8-9 -- Expenditure Report - new

1. Salary - position and title, assistants, clerical workers
2. Other personal services - where someone outside comes in - what his service was that you paid fee for. If you paid his travel, record it under travel.
3. Supplies
4. OCO - question: call Finance officer - Educational Equipment - expected to have life of at least one year and costs $25 or more

If you have any carry-over money for next, it will not affect your allocations for next year. Tell superintendent and Finance officer about error in 3rd paragraph regarding projected expenses. Stipend is an expense - report under travel.

Supplements - salary

Correction: unimcumbered balance as of June 30

Plan will probably be due in Tallahassee prior to July 1. If you get your plan back asking for changes, make them and forward back; if you don't you won't get your money.

A brochure put out by Career Education Laboratory listing some of the things which have been developed in Florida this year or being developed in Florida was distributed. The following projects

3.---Preparation of Final Report cont.
Thurman Bailey

were briefly discussed:

1. Project Process - self-instructional program in career
    education concepts for teachers to use. In the process of
    printing 23.000 copies; it will be in your hands probably
    the first of July (Romeo Massey handling distribution)

2. Magazine Update

3. Project Loom - this project is complete. It is instructional
    material for grades K-8. It is a means and method of
    getting children involved in a hands-on type of instruction
    program which would help them become aware of different
    types of careers. There are 158 complete instruction units
    in the package. Printing is a problem; as soo as a plan
    is developed to print this information, you will receive a
    copy.

4. Fussion of Applied and Intellectual Skills (F.A.I.S.) -
    includes sets of materials for grades 1-8. Each district
    should have received ".A.I.S.; if not, notify area career
    education consultant. F.A.I.S. 5-8 has just come out.

5. Counseling in Career Education - new project geared particularly
    to elementary grades - will be ready soon.

        *   *   *   *   *   *   *   *   *

4.---Career Education: Abstract and Annotations Resource Guide
Margaret Winkler

Mrs. Margaret Winkler introduced and discussed Career Education:
Abstract and Annotations (CE: A&A), an abstracting service the
Career Education Curriculum Laboratory/Resources Information
Center developed for providing the 67 Florida school districts
with easy access to and information on Career Education resources.

CE: A&A is organized into two sections. Part II describes
various services available to the school districts from the
Florida Department of Education; and presents a way of organizing
various materials disseminated to the school districts - i.e.,
Update Magazine, Bibliographies, Guidelines, etc.

Part I presents indexed, descriptor sheets, one per document,
on Career Education materials and projects. Each descriptor
sheet provides details on the materials as to its title,
author, source, cost, copyright position, grade applicability,
audience, format, and an abstract on the content.

Five index pages will organize the descriptor sheets into
the following sections:
    Classroom Instructional Materials
    Materials developed for use by educational personnel
    with students. These materials are in unit, module,

4.---Abstract and Annotations cont.
   Margaret Winkler

                or activity packet format.

                ### Curriculum Materials
                Information/resource materials for use in developing
                classroom instructional materials or programs for
                use with students.

                ### Instructional Materials
                Materials developed for use with/for educational
                personnel groups. These materials could be in
                workshop, module or program format.

                ### Project/Program Materials
                Materials which provide an overview of the projects/
                programs dealing with Career Education at State and
                National levels.

                ### Professional Materials
                Informational materials and materials for personal
                professional development.

Within each section the descriptor sheets will be arranged
in numerical order by accession number. An index within
each of the sections and a cummulative index will assist
in the identification of materials by academic area, Career
Education element, occupational cluster, and grade level.

Information packets containing the descriptor and index
sheets will be distributed by the CECL/RIC. Each packet
will be clearly marked indicating to which of the sections
the sheets belong so they can be filed easily.

As this is a new service, descriptor sheets will be sent out
as they are completed. A more fixed schedule will be
determined at a later date. Each district project office
will receive a single copy of each descriptor sheet and
the indexing system. Project offices are encouraged to
duplicate these materials for individual schools within
their district as needed.

Those using the system are encouraged to contact the CECL/RIC
with suggestions or comments on the CE: A&A. Comments and
requests for additional information may be addressed to:

                Mrs. Margaret Winkler, Coordinator
                Resources and Information Center
                Career Education Curriculum Laboratory
                318 Johnston Building
                415 North Monroe Street
                Tallahassee, Florida 32301

5.---Career Education: A Media Approach
Mr. Chris Mendola, Orange County

This multi-image slide program was developed in Marion County
for the purpose of introducing and "selling" Career Education
to students, teachers, administrators, and the community. Real
"career" situations and present Marion County students were
used for the settings and characters. The slides focused on
the eight elements integrated throughout Career Education:
self awareness, educational awareness, career awareness,
economic awareness, decision making, skill awareness, employability
skills, appreciation and attitudes.

    *   *   *   *   *   *   *   *   *

6.---General Remarks and Project Evaluation
Blanche McMullen

There will be a meeting in Orlando May 16 and 17--State of
Florida inviting outstanding and other National programs to
talk about placement and follow-up.

Main three reasons why a plan will be required:

1. To insure proper use of career education funds
2. It will probably require you to show proper use of resources
3. It will probably require you to present a plan for good
    evaluation

Evaluation:

We need to know why it is necessary to evaluate career education
programs. It is necessary because of the input needed to tell
how education programs are improving. Everyone evaluates in these
three terms: program objectives, product and process, and form-
ative type of evaluations.

Evaluate continuously as an intrical part of your total program.
Recommended guidelines will be coming out later.

Major priorities Legislature has set up: 1974-75 and 1975-76

1. Improvement and instigation of management information
    systems
2. Technical support to improve management in the schools
3. Technical support for programs in skill areas
4. Technical support for modified current programs (placement
    and follow-up)
5. Technical support to efforts not currently being served

Mrs. McMullen also indicated that she would be serving as a
Department of Education Career Education Consultant for
elementary and secondary programs. In this capacity she will
be assisting districts with their Career Education projects
and curricula.

GROUP WORK SESSIONS

THE DESIGN AND IMPLEMENTATION OF IN-SERVICE PROGRAMS FOR PROJECT TEACHERS

Mr. Megow, Orange County, Director of Career Education, and staff. This workshop staff included classroom teachers, counselors, and members of the Orange County Career Education Project.

A comprehensive in-service training program that is based on career education may well be the topic that can modify the total education system. A program that can bring educators and lay public together is worthy to be considered. Certainly, career education in-service training needs local commitment. The following points are important aspects of career education:

1. If anything is going to happen in education, it must happen in the classroom.

2. In-service training of the school personnel for career education must be a definite part of each developmental stage with a series of planned, sequential activities.

3. A good in-service training program must encompass a technique to integrate curriculum of subject matter with occupational areas. For example, the math teacher can teach math related to the automechanic, carpentry, and machine shop occupations.

4. It is a standard procedure in Orange County for the teachers attending an in-service workshop on career education that they bring with them their lesson plans, so that they may learn techniques as how to integrate academic curriculum with career education concepts.

5. The resource persons at the in-service workshop usually work with each individual teacher.

6. Orange County uses curriculum development specialist (C DS) to assist in the in-service workshop and also they invite new classroom teachers to the workshop. The assistant principal in charge of curriculum in the elementary and secondary schools serves as a catalyst in developing career education in-service workshops.

7. Students from Florida Technological University (F.T.U.) have been assisting Orange County in writing performance and behavior objectives for the classroom teachers.

8. Assessing the needs of the learner and the community should be taken seriously for in-service training.

9. Analyzing career clusters to determine learning modules and elements for instruction should take place.

10. A continuous evaluation of the in-service workshop is in order.

Mr. Megow's general comments were followed by presentations by
a number of the Orange County Career Project members, classroom
teachers, and guidance counselors. The Career specialists dis-
cussed ways to initiate interest in Career Education among teachers
as well as types of in-service approaches and assistance. The
classroom teachers explained how they had successfully integrated
Career Education concepts and units developed by the Project into
their content curriculum, The important roles of guidance counse-
lors were also explained.

In-service Approaches for Elementary Teachers:

Try to get teachers interested by talking to individuals and
telling them you'll bring someone into the school who will make
all her telephone calls, she'll get the units, materials to work
with the units, find resource people to come in and make demon-
strations for the students, and bring interesting things to the
classroom, etc. - the career resource individual will do every-
thing.

Set up meeting to motivate teachers by telling them how much fun
it's going to be, tell them about the programs all over the County
and show examples of what is being done -- use questionnaire to
test attitude of teachers at first meeting and what they think
Career Education is and then give a questionnaire at final meeting.
This is to see how well you and they have done the job. Have
top-notch teachers to talk to the group and tell them how well
the career related unit is working for them.

Pinkie Saunders: An elementary teacher had this to say:

In introducing a unit to her class, the first thing was to show
film strips, slides, etc. Decided what she needed, gave list to
occupational specialist and she got materials. All the teacher
had to do was put the materials to work. She didn't have to leave
the school for anything.

Example of Specific Career Related Unit

Postal Unit: Teacher assigned students to two research committees:

1. Canada

2. Australia

The children learned differences in our system from the two
countries.

All the reports were oral. The children learned about zip codes,
different phases of postal service, worked math problems dealing
with postal rates, children made their own stamps and sold them
to children in other classrooms, weighed envelopes, etc.

IN-SERVICE PROGRAMS cont.
Mr. Megow

Gave civil service exam, verbal, set up a post office and asked
questions. Children enjoyed it and they learned at the same time.

1. Hands on

2. Some teachers have career units on radio and television,
   theatre arts, etc. Children very involved with technicalities
   of directing and producing, writing their own plays, etc. Had
   a good time. Someone could help teacher with video tape,
   recording, how to take pictures, etc.

In-service Approaches for Secondary Teachers

Carol Petty and Jackie V. help get career units started in the
classroom. Talk to principal, become acquainted with the teachers
in lounge, show them about career education units. Leave informa-
tion with them and ask them to call after they've had a chance to
view the material or tell occupational specialist and tell her
equipment he or she might need.

Another way to get acquainted is to have a workshop.

A benefit for teachers working with career education units is
better rapport with students. When students are involved in
activities, the teachers are on a more personal basis with the
students.

Sherry Branyon - Sr. High General Math Teacher

Her class worked with percentages and learned about careers at
the same time. In accomplishing this, Sherry asked each student
to refer to the classified ads of the newspaper, and try to be
realistic in picking out a job right out of high school for their
career. She learned that most of the students were not realistic
in that they chose jobs such as: plumbers, salary $900 month,
Executive secretaries, $800 month, etc. She also learned that they
thought that at a salary of $800 a month that they would be received
almost all of that money--not taking into consideration the deduc-
tion for Social Security, withholding tax, etc. The class learned
their percentages and learned about different careers and salaries
at the same time.

Ray Robison - Guidance Counselor, Assistant Principal

Worked with adult education--placement and follow-up coordinator.
Talked about in-service for guidance counselors.

Eleanor Jenkins - Career Development Specialist - Role of Counselors
in Career Education

Why in-service for counselors? Career decision-making is a very
vital part in the counseling program. Counselors work with teachers,

students and enthuse administration. When funding is cut off,
counselors can carry on because of the enthusiasm they have
spread.

They bridge the gap between principals, teachers, and students:
they develop self-concept; they use the transactional analysis
approach.

Transactional analysis is self-understanding of oneself. Also,
it is a basic theory of understanding people, and techniques to
improve learning, decision-making, communication and understanding
oneself and others. For further information, see Appendix
Number 5 on Community Mental Board of Central Fla., Inc.

Under no circumstances should all responsibilities be assigned
to an individual known as the career or occupational specialist.
Every counselor should be involved in guidance responsibility
of career education.

When does in-service workshop for career education need to be
implemented?

Once there is a school and a community commitment to the concept
of of career education, and also the needs of students have been
determined and program goals established.

Mr. Robert Megow mentioned to the group that if any one district
needed career education in-service training to contact him for
assistance.

These presentations were followed by group discussion. Some of
the workshop participants' comments are included below.

GROUP DISCUSSION

"The Design and Implementation of In-Service Programs For Project
                              Teachers"

- In-service plans will and must vary from district to district.

- In-service is often designed for specific groups; elementary,
                    secondary,   guidance, etc.

- Elementary approach often is easier than the secondary teacher
                    approach, based upon experience.

- A Secondary Level Approach (*See Appendix #3)
                         Used release time for teachers who expressed
                         an interest. Much easier to work with teachers
                         who demonstrate an interest.

                    1. Give an overview "The Big Picture"

                    2. Explanation of Materials

IN-SERVICE PROGRAMS cont.
Mr. Megow

- A Main Point: Try to show the teacher that what is asked
                  regarding Career Education is not on top
                  of present materials, but rather a new
                  flavor with a better taste and more meaning-
                  ful to the students.

- A need for classroom "Hands On" for secondary level teacher
                  was needed!

    1. Use of A.V. materials

    2. Emphasize that a lot of good teachers are
       already doing a lot in the direction of
       career education.

    3. Secondary teachers do not normally have
       the elementary flexability.

    4. Use of occupational specialist

    5. Utilize and work through the assistant
       principal for curriculum.

    6. The library often doesn't have sufficient
       materials for career research for "Career
       Centers". This could be perhaps a good
       place in the school for the occupational
       specialist to work. Perhaps manage it!

    7. A "Show and Tell" by a fellow teacher aids
       a great deal in the workshop. This is
       especially effective for the academic
       teacher to relate experiences where career
       education units have been effectively
       integrated into content areas.

-An Elementary Level Approach (** see Appendix #4)

    1. Provide some "Hands On" activity for the
       workshop participants,(tools, etc.).
       Teachers need some self confidence when
       attempting hands on activities that require
       their own skill demonstration.

    2. Extensive utilization of outside resource
       persons to come in and, also conduct a
       "Hands On" activity.

    3. Bring in your A.V. Consultant, and also
       your shop, Ag. teacher, Music teacher, etc.
       Demonstrate that services are available.

IN-SERVICE PROGRAMS cont.
Mr Megow

-A Guidance Approach To In-service Workshops

    1. Why? What?

        a. Key person in school

    2. How? Transactional Analysis

        a. Proposal(**see Appendix #5)

        b. Funding

        c. Participants

    3. When? (**see Appendix #6 and #7)

        a. past: invite all counselors
              select 20 counselors

        b. present

        c. future

    4. Where?

        a. students

        b. teachers

        c. parents

        **WORKSHOP EVALUATION (see Appendix #8)
        **SELECTED REFERENCES (see Appendix #9)

Orange County Career Education Teachers

Recommendations for Project personnel or school-level Career Education Specialist

Kathleen Gordon (Elementary)

1. serves as a resource person (gets all equipment for teachers)

2. serves as coordinator in assisting teachers in locating resource personnel and in planning and arranging field trips

3. assist classroom teachers in developing career orientated units

4. work with interns from FTU

5. develop and maintain a slide presentation

6. develop and sponsor a career club in the school (have community people to come in once a month to meet with the kids)

IN-SERVICE PROGRAMS cont.
Mr. Megow

Recommended Career Education Activities

Food service unit with EMR students works very well.

Marine unit - each teacher selected what they would like to do.
                (Went to Sea World)

1st grade - policeman

2nd grade - bus driver

3rd grade - flower design

4th grade - food service, marine science, marine research,
              cosmetology, hotel

EXPLANATIONS:

1. invite an officer with finger prints, etc.

2. called city bus driver - they come to school with city bus
    then kids are going to Greyhound Bus station - then school
    transportation to see what bus drivers are doing there -
    get Greyline tour

3. Call florists - had representatives from 2 florist shops
    came to the school before Mother's Day - children made flower
    arrangements for Mothers.

4. going out to naval training center - go aboard the Destroyer
    Orange County Vocational School - cosmetology school
    Orlando Barber College
    Kathleen's beautician will wash and curl her hair for the
                children to watch (she is black) and have
                one little girl's hair cut.

Patricia Arredondo (Secondary School Level)

First workshop: Teachers are volunteers - go to enthusiastic
                 teachers, go to schools that are most
                 receptive to them.
                 At workshop tells teachers "Hey, this is what
                 career education is all about" - Career
                 Education is not something added to the
                 curriculum, it is integrated with very little
                 problem.
                 Explain materials to be used in a way to best
                 suit their classroom.

Give them format - teacher information and activities, resource
                 sheets for students.

Try to get teachers involved - Tool to give teachers to implement
                 Career Education - Custer came up with

cartooning:

L - learning can be fun

O - opportunities to explore change and have
    flexible experiences

V - variety of hands-on activities (video
    tape, photography)

E - entering WOW

W

O   Wonderful (world of work)

W

CONCEPTUALIZING AND DEVELOPING
A MODEL CAREER EDUCATION PROGRAM

Romeo M. Massey, Coordinator, Project Pro-CESS

Ms. Myrtle Hunt, Director, Pinellas Career Education Project

The original title for this topic was "Developing and Concep-
tualizing a Model Career Education Program for Any School
District". This was changed to "Conceptualizing and Developing
a Career Education Program Model". This latter topic placed
the sequence of steps at arriving at a model in their proper
order, and put the emphasis of the topic in developing a
program model, rather than a model, or ideal program. The
objective of this session was for each participant to give
a written response to each of the sections of the work booklet
(see Appendix 12). A second objective was for the participants
to discuss their perceptions of these sections, and thus see
where they differed and had things in common in their approaches.

After a very brief introduction to the topic and the plan for
the three-hour work sessions, each of the three groups viewed
the film "Model Man" which introduced the basic concepts
concerning models, and illustrated the utility of models in
predicting and describing. A summary sheet for the film was
included in the packets given to each of the participants, and
was reviewed immediately after the film was shown. Five
additional inserts were included in the packets, primarily for
the workshop participants to take home with them to use as
references at a future date: 1) "Models For Career Education"
outlined the characteristics of systems models, discussed the
characteristics which career education models should demonstrate,
reviewed the types of models presently in use in career educa-
tion projects, and gave a checklist for constructing models;
2) "Stating Goals and Objectives for Career Education" described
the various levels at which career education goals and objec-
tives could be stated, defined "product objectives, process
objectives, and management support objectives," and gave a
conceptual model for career education purpose statements;
3) "The Management Process In 3 D" presents the basic activities,
functions, and elements in the executive's job; 4) the "Guide-
lines for Placement Services and Follow-up Studies" presented
the Florida model for these career education components;
5) "Career Education In Florida" gave the official statement
or "model" of what career education projects in the state should
accomplish.

In the remarks following the distribution of the information
packets, Mr. Massey explained the differences between "product,
process, and management support" objectives. Ms. Hunt followed
these comments with observations on how various career education
models might fit into a developmental sequence, as illustrated

in the handout "Models For Career Education". The adjunct
model, she explained, would probably be the first stage of a
career education implementation program, where career education
was viewed as an add-on to the on-going academic program. The
second stage, or supplementary model, could be found in dis-
tricts with a few years experience in careers curricula, as
was the case in Pinellas county at that time. The third model,
or integrated/comprehensive model, she stated, would only come
after a good deal of experience, in-service training, and
working with the school system and community. This was the
target, but the newer projects should not expect this to
happen overnight.

Both Ms. Hunt and Mr. Massey entertained questions from the
floor before the group split into sub-groups and prepared to
go through the working outline of steps for a generalized
career education model.

Mr. Massey's general presentation was followed by group discussion concerning the nine steps involved in developing a model career education program. The following material is a compilation of the questions pertaining to-the nine steps and the participants' responses.

GROUP DISCUSSION

STEP 1. STATE NEED/PROBLEM

QUESTION 1. What sources of information were used in your district to identify the overall needs/problems which your career education program is trying to meet? (sources such as Superintendent's office, formal studies of the district, census studies, parent/teacher/educator/political groups, etc.)

*RESPONSES: -Surveys to 1) students 2) advisory committees
                        3) teachers 4) dropouts
                 on a) what employers expected
                     b) what students needed
                     c) percentage of dropouts

-Community needs surveyed, comprehensive plan -
        VTAE data student survey - Superintendent
        and Board decision

-Dropout studies, mobility studies, parent surveys,
        suspension and expulsion procedures, Title
        I program justification, student followup
        studies, and surveys of in-school students,
        comprehensive plan, career education advi-
        sory committee

-Teacher groups, parent groups, civic groups, PAEC
        assistance on job survey, vocational career
        interest survey, OVIS, mail out survey for
        jobs. Area chambers of commerce. Vocational
        school survey. EMT local study of types of
        occupations. 1970 census.

-Superintendent; staff; sal. board; fed. project needs
        .assessment; dist. census survey; Fla. attas.

-Interviewed principals, etc., to see what Career
        Education is going on--also surveyed faculty:
        used a prepared evaluation/survey sheet;
        reference past year's placement and followup
        survey; comprehensive plan survey

* All responses are printed exactly as turned in by each recorder.

RESPONSES: -District comprehensive plan - each principal was
                 contacted about needs faculty group sur-
                 veys about what they were already doing
                 in Career Education; surveys both formal
                 and informal; not with placement and
                 followup people

              -Survey from comprehensive plan, students, faculty
                 community

              -District comprehensive plan

              -Attendance records

              -Census figures and projections

              -Nationally accepted needs statements and trends

              -Drop-out rate

              -Math, reading - assessment results

              -District composition - large migrant population

              -Vocational survey

              -Student interest survey

              -Informal community criticism

              -Interviews with civic groups, educators, personal
                 knowledge of community

              -Feedback from employers of job entry and coop
                 programs

              -Florida Twelfth Grade Placement Test results

              -Feedback from guidance counselors

              -Ideally, use professionally prepared survey instru-
                 ments

        *   *   *   *   *   *   *   *   *   *

QUESTION 2. How were these needs/priorities ranked in order
            of priority? Which criteria were used?

RESPONSES: -Comprehensive planning steering committees, career
                 education advisory committees. In many
                 situations, not prioritized at all

RESPONSES: -Realism and relevance

-Student information -- first priority (pupil **needs**)
 Local community needs
 State and National needs

-By number of students per need

-Number of resources to survey   school board
         and superintendent

-No priorities were ranked in order

-Priority ranking

-Criteria: 1) selection to give total **spectrum**
         in program-divergent components in
         components
         2) balance students' needs in skills
         against local performance standards as
         related to larger world
         3) value clarification

        *   *   *   *   *   *   *   *   *

QUESTION 3. Who reviewed the statement of needs/problems in
            your school district?

RESPONSES: -Various management groups

-Career Education committee - Department of
         Education

-Coordinator, vocational director, director of instruc-
         tion, superintendent of schools, Board of
         Education, Burke Scisson

-Superintendent and school board

-Lay people, teachers, principals, Board of Educa-
         tion Vocational/Technical Director

-Review: Superintendent
           County area supervisors
           Instruction supervisors - assistant super-
                                      visors

-Ideally reviewed by District advisory committee
         or school level groups such as principals,
         teachers, or advisory committees

STEP 1. STATE NEED/PROBLEM cont.
(QUESTION 4. Receiving support)

QUESTION 4. Did the attempt to receive support for the career
education project start concurrently with the needs/
problems assessment?

RESPONSES: -Needs had been around for some time

-Needs were realized early

-No--after the project was written but before
approved

-No

No--started with funds being available

*   *   *   *   *   *   *   *   *   *   *

STEP 2. STATE PROGRAM GOAL(s) AND OBJECTIVE(s)

QUESTION 1. What is the overall goal(s) for the career education program in your district?

RESPONSES: -Fusion into curriculum, 100% placement, student motivation and performance increases

-To provide experiences which include the development of a positive self-image and career awareness at the elementary level, career explorations at the middle school level, and exploration and preparation at the high school level

-Improve the educational opportunities for students

-For each individual to become a self-supporting and contributing member of society

-To implement Career Education

-Every school-"leaver" will have an employable skill; provide learners with a wide-range of experiences which increase individual flexability within the changing world of work

-Real: to broaden ongoing program to include awareness of career implication; provide opportunities for all students to experience success; reduce dropout rate; provide all school leavers with employability skills and all graduates with a saleable skill

-Ideal: sequential plan to eliminate repetition; provision for recycling

*   *   *   *   *   *   *   *   *   *

QUESTION 2. What are the major objectives you have for reaching this (these) goal(s)?

RESPONSES: -General accepted components in our plans

-To develop K-12 program
 To develop inservice program

-Providing instructional materials for classroom use, establish a resource center for dissemination of AV's etc.

STEP 2. STATE PROGRAM GOAL(s) AND OBJECTIVE(s) cont.
(QUESTION 2. Major Objectives)

RESPONSES: -In-service
      Self-concept in elementary

      -Career awareness, career exploration, career
          preparation, placement and followup

      -In-service, discipline frequency, absenteeism

      -Lower dropout rate, placement and followup

   *   *   *   *   *   *   *   *   *   *

QUESTION 3. Is the goal(s) compatible with the state goal?
            How does it differ? (see State Position Paper
            on Career Education)

RESPONSES: -Goals compatible with state goals with local emphasis

      -Yes

      -Yes

      -Yes, state goals more wordy than the above

   *   *   *   *   *   *   *   *   *   *

QUESTION 4. Are the objectives stated using performance termin-
            ology, and do they meet the criteria stated in
            pp. 6-7 in "Stating Goals and Objectives For Career
            Education"?

RESPONSES: -Some projects feel a need for developing perfor-
          mance student objectives by grade level,
          others do not

      -Yes

      -Yes

      -Yes

   *   *   *   *   *   *   *   *   *   *

QUESTION 5. Did anyone review your goals and objectives before
            being included in your proposal for funding? If
            not, who do you think should have reviewed them?

STEP 2. STATE PROGRAM GOAL(s) AND OBJECTIVE(s) cont.
(QUESTION 5. Review of Goals and Objectives)

RESPONSES: -All groups -- steering committee and advisory
              groups. There is a distinction between
              these two.

            -Yes -- Department of Education

            -Yes, county level, administration at all levels

            -Yes

            -Yes, ideally, district advisory committee, school
              level groups, principals, teachers,
              advisory committee

    *   *   *   *   *   *   *   *   *   *

STEP 3. DESIGN EVALUATION

QUESTION 1.   Who prepared the evaluation for your project?

RESPONSES: -In most cases, an in-county effort, some districts
have utilized outside evaluators.
In-county people include Director
of Evaluation, Counselors, etc.

-The project director, assistance from Career
Education Curriculum Laboratory,
from Pinellas county project and
steering committee

-Career Education staff and consultants, classroom
teachers

-Project director

     *   *   *   *   *   *   *   *   *   *

QUESTION 2.   Is the evaluation based on the objectives that
you have stated?

RESPONSES: -Yes

-Yes

-Yes

-Yes

     *   *   *   *   *   *   *   *   *   *

QUESTION 3.   Who will do the evaluation of your career education
project?

RESPONSES: -Working within a planning grant - therefore -
evaluation will be done by super-
intendent and project director

-Someone trained in evaluation, project director,
county superintendent, school board

RESPONSES: -Not a Career Education staff member -- maybe
                             another county director

                    -Mostly outside evaluators

        Group 1, composed of the more densely populated counties
already well involved in their Career Education projects, was
primarily concerned with the evaluation process. This group
combined their discussion of STEP 3 (DESIGN EVALUATION) and
STEP VIII (EVALUATE PROGRAM OBJECTIVES). The following comments
are a composite of the more general statements made during this
discussion.

                    -Evaluation is the key to success of career
                             education. We must be willing to
                             evaluate and be evaluated. Project
                             director should assume responsibility
                             for evaluation

                    -Need a third party evaluator

                    -Resource materials may be suitable for one situation
                             and not another

                    -Tools for Assessment - Student Interest Survey
                                    Eighth grade state-wide tests -
                                        career interest section

                    -Evaluation: Management, Basic parts, Implementation

                    -Did the teachers use it?   Process

                    -What happened to the student? Product

                    -Evaluation Sources: Educational Services Incorporated -
                             Waco, Texas $10,000 for 28 days
                                    Southern Association of Schools
                             and Colleges
                                    Evaluative Research Associates -
                             St. Louis

                    -First year evaluation with pilot and control
                             schools provides base-line data

QUESTION 4.   What are the implications for program revision if
                   your evaluation items do not seem to measure the
                   objectives you originally stated, or if the evalua-
                   tion does not seem to be measuring what you are
                   actually doing?

RESPONSES: -Logistics delay implicit in changing objectives

                   -Make appropriate changes

                   -Revise program or measuring instruments or both

         *   *   *   *   *   *   *   *   *   *

QUESTION 5.   Who do you see being involved in the evaluation of
                   your project, other than district school personnel
                   or DOE/VTAE personnel (if any)?

RESPONSES: -Public? the school advisory committee

                   -Another Career Education director

                   -Outside evaluators

         *   *   *   *   *   *   *   *   *   *

* see Question 3 for Group I responses

STEP 4. SURVEY RESOURCES

QUESTION 1.   Who conducted the resources survey in your district?
(school personnel, private groups, public groups, etc.)

RESPONSES: -Key people were curriculum specialists who prepared
and conducted surveys-some contact is
needed

-Project director and curriculum coordinators, teachers

-Chamber of Commerce, Pinellas High School, school
personnel, church groups

-Local staff -- and chamber of commerce

-Media specialists, occupational specialists

-School personnel

    *   *   *   *   *   *   *   *   *   *

QUESTION 2.   Was a formal survey done, if so, how was it conducted;
if not, what were the reasons for not conducting a
formal survey?

RESPONSES: -Personnel survey by Chamber of Commerce--imdustry
representative

- Formally done by advisory committee

-Yes. Questionnaire, telephone call, personal
visits

-Some districts did

    *   *   *   *   *   *   *   *   *   *

QUESTION 3.   Did the resources survey take in only those resources
to be found in your school district, or was it
necessary to go out of the district?

RESPONSES: -In 4 of 5 districts in this group, one went
outside the district

-Outside of district

Yes

STEP 4. SURVEY RESOURCES cont.
(Question 3. Resources survey in or out of school district)

RESPONSES: -Both

        *   *   *   *   *   *   *   *   *

QUESTION 4.   Did the survey include learner, school, family,
                  and community resources? Were there any specific
                  problems/advantages involved with any of these
                  specific resource areas?

RESPONSES: -Yes - some community resources were not utilized-
                              hard feelings-turned off some
                              community resources were not interested

                  -Parent occupation survey

                  -Learner resources have been neglected

                  -Yes

        *   *   *   *   *   *   *   *   *

QUESTION 5.   Is it necessary to update a resources survey, and
                  if so, how and when?

RESPONSES: -Yes - resources, persons on materials, may not
                              necessarily prove useful

                  -Yes - yearly

                  -Continuous update

                  -Yes - constantly

        *   *   *   *   *   *   *   *   *

STEP 5. CHOOSE APPROPRIATE RESOURCES FROM AVAILABLE ALTERNATIVES

QUESTION 1.   What were the criteria you used in choosing to
                  use one resource and not another?

STEP 5. CHOOSE APPROPRIATE RESOURCES FROM AVAILABLE ALTERNATIVES
(Question 1. Resource criteria)

RESPONSES: -Communication problem needs to be considered, poor
grammar etc.

-Teacher demand-consistent w/philosophy and goals.
Learner behavior, interests, attitudes
and learner development, cost, use
availability.

-Applicable to your situation would help achieve
an objective

-Teacher evaluation, of resources such as local
school and community teaching materials
and films both movie and strips.
Audio materials coming from outside
the district.

    *   *   *   *   *   *   *   *   *   *

QUESTION 2.   The materials used will reflect the outcome.
Because of that fact, the selection of materials
must cover both the local careers and those found
outside of the district.

RESPONSES: -What implications does the choosing of resources
have on the original statement of
goals and objectives for your district's
career education project?

-Might have to modify objectives if resources for
achieving them are not available.

    *   *   *   *   *   *   *   *   *   *

STEP 6. DESIGN IMPLEMENTATION STRATEGY

QUESTION: An implementation strategy would be outlined by
"process" objectives and "management support"
objectives. (see p. 8 in "Stating Goals And
Objectives for Career Education") The implemen-
tation strategy for your project involves the
coordination of all actions, personnel, and materials
needed to accomplish your objectives. Obviously,
this is much too complex a subject to be explored
here in any but the most general terms. Below,
list those groups which you feel were most important
to planning and/or implementing your program strategy.

RESPONSES: -The plan was implemented through the efforts of one
person; therefore, the design was
limited to following close the guide-
lines of the state. This is the
small county look at the implementation.

-Classroom teachers

-Building supervisory personnel

-Key person to start the fire

-Materials to enhance concept

-Utilize community resources

-Utilize human resources

    *   *   *   *   *   *   *   *   *   *

STEP 7. IMPLEMENT PROGRAM

QUESTION 1.   What, if any, have been the major changes which
have taken place in your project during the imple-
mentation stage? How are the major program areas
different, if at all, from what you originally
planned? It would be most enlightening if you could
list the two or three most important divelopments
in your project, and note how they changed things.

RESPONSES: -We are still in the planning stage - implementation
will begin in 1974-74.

-Not enough time to be detailed.

-No comment

STEP 8. EVALUATE PROGRAM OBJECTIVES

QUESTIONS: Although your project may not have reached the stage for program evaluation, please project answers to the following questions:

1. What type of data will you need to evaluate the objectives of your project?

2. Who will be responsible for generating that data?

3. When will the data generation/collection process begin?

4. What levels of school personnel do you see being involved in generating/collecting this data?

5. At the same time that these individuals-groups of educators are generating/collecting data for the overall career education project evaluation, how can they evaluate their own efforts on the local school level?

6. Besides educators, who else, if anyone, do you see involved in the evaluation of your project?

7. Who will put the evaluation data together, and how?

8. Once the evaluation data has been organized and tentative conclusions reached, who, if anyone should/ will review these conclusions (other than Department of Education/VTAE)?

RESPONSES: 1. Good record keeping is vital in all areas
      1. materials used
      2. survey results
      3. meetings relating to staff development
      4. in-service

1. We all feel inadequate to answer these questions. We believe that a workshop should be devoted to evaluation

1. Test performance, attendance, PFU

1. In-service education for county level administrators and school board

2. In smaller districts, Career Education director or coordinator

STEP 8. EVALUATE PROGRAM OBJECTIVES cont.
(Responses cont.)

RESPONSES: 3. Regularly - day to day - week to week

               4. From students to counselors, etc., director

               5. Incidence rates of Career Education activities

               6. Advisory committee, students, teachers, parents

               7. Directors and coordinators

               8. Advisory committee, superintendent, board

* Also see STEP 3 for responses by participants' in group 1

    *   *   *   *   *   *   *   *   *

STEP 9. REVISE MODEL

QUESTION: It iᴸ a foredrawn conclusion that all the career
               education projects in the state will learn from
               their experiences and will want to make certain
               adaptations to their projects. Who do you see
               taking part in this process, and what will be their
               roles?

RESPONSES: -Insufficient time to complete

               -No comment

ESTABLISHING EFFECTIVE LINES OF COMMUNICATION
AND WORKING RELATIONSHIP
BROWARD COUNTY: PEOPLE INVOLVEMENT

Presented by: Dr. James Smith, Director of Career Education, Broward County
Mr. Robert Smith, Assistant Director of Career Education,
Broward County

Broward County has found it extremely useful to develop
concepts involving people to assist their Career Education
program. They needed a tool to work with parents, civic clubs,
teachers, the Board, church clubs, etc. The project members
started working with ITV people about a year ago putting a film
together on career education. The 15 minute film was presented
to the conference participants. The following material is a
summation of Broward County's "People Involvement" procedure
and commitments.

I.   Main concepts successful in terms of using people:

A. Basic organization - getting people involved

B. Notion of special people and notion of commitment
(Commitment idea: awareness, acceptance, actually making
something happen)

C. Job description of a school coordinator

D. List of commitments

II. Basic assumptions they believe in:

A. Trust people that they really would like to do a better
job

B. People can only choose to do something different if
they are aware of their alternatives

C. People are entitled if they are affected by a decision,
to have a say in that decision (this neutralizes every-
one)

D. People can change; people are changing (focus that change
so that career education concept can weave in)

E. No coercion - do not coerce anyone to do anything.

III. Broward County organized groups from the district level to
the school level in terms of getting people together. Some
of these groups are:

A. Career education steering committee - acts as advisory
committee - share ideas and reactions to projects Jim
offered. The group met several times for two or three
days in length.

Jim Smith, Broward County cont.

       Commitments that steering committee solicits:

1. Ask school for career education plan which could
     include some, or all, of the following:

     a. objectives

     b. what is scope and sequence of career education -
        what's go.ng to happen and when

     c. career center

     d. career day

     e. use of resource people

     f. field trips

     g. use existing materials - Loom, Phase, etc.

     h. support development of additional kinds of material -
        commit to at least one program - PTO, PTA, etc.

     i. shadowing

     j. other

B. Resource teams - This group organized, by discipline, a
    cross-grade level, elementary, middle, and high, a team
    to focus in on what the relationship is on career educa-
    tion and discipline. Met 1½ hours once every six weeks
    after school - is co-chaired by the person in the district.

C. Task Forces - deal by support services. Staff develop-
    ment committee handles problems dealing with in-service
    education. Helps set up procedures to help people get
    reimbursed in money or something else for participating
    in in-service education or career education.

D. School level communication group - Committee that steers
    the direction of career education in that school. They
    ask for commitments. Group may consist of a teacher from
    each grade level, guidance counselor, administrator, two
    or three parents of children at that school, media special-
    ist. Group meets about 45 minutes once every two weeks
    before and after school.

The general presentation by Mr. Smith was followed by group discussion of three major topics. The following is a compilation of the participants' responses to these discussion questions.

Discussion Topic 1:   List possible groups you could form to get involvement of public:

Responses: -Resource search group

-Grade level in school

-Steering committee - inter-school

-Communication

-Steering committee - district wide

-Quality assurance committee - district wide

-In-service committee - district level - school level

-School liaison committee

-Placement and follow-up committee

-Dissemination committee

-Public relations committee

-Library committee - materials exchange clearing house - buyers guide - materials from salesmen

-District Wide Advisory Committee

-Disciplines are committees (including art, music and Physical Education)

-Intermediate level; Elementary Schools

-Primary level

-School level Committee (steering and communications)

-Needs assessment committee

-Department heads

-Specific departments

-Lay Advisory committee for district

-School communication committee

-Resource committee

-Crafts committee

-District search committee (for new materials)

-Civic Clubs

-Chamber of Commerce (Education Committee)

-Education Association

-Parent Teacher group

-Guidance Association

-Career Education Advisory committee

Discussion Topic 2:   Select several groups from Topic 1 and
                      describe their primary functions

Responses: -Quality assurance committee - civic leaders
                     To examine work of the project as to quality
                     and recommend changes of direction and act
                     as a sounding board to keep the project in
                     the correct line

                -Resource search committee
                     Search out commercial material, and instruc-
                     tional material and evaluate by grade level
                     and discipline

                -Grade level in school
                     Coordinate the career education program school
                     wide at that grade level

                -Steering committee - school wide
                     This is the communications committee which
                     coordinates the career education committee
                     throughout the school and asks people for
                     commitments.

                -In-service committee
                     Serve new teachers and principals and help
                     orient new teachers and experienced teachers
                     to career education

                -School-coordinator
                     To also serve on school level and county
                     advisory committee, become resource person
                     to feed Career Education information to
                     individual teachers, to conduct in-service

Mr. Smith, Broward County cont.
(Discussion Topic 2)

activities within their school such as
valuing activities, and to attend specific
career education meetings

-County comprehensive planning committee
To focus on Career Education and to integrate
career education within existing subject
areas

-Community resource advisory group
To meet with school level advisory groups -
emphasis on placement and follow-up services

-Building representatives
To introduce career education directors to
other teachers; maintain a resource center -
materials for teacher use - for use of career
education objectives and locating materials
for teachers

-Curriculum committee
To provide administrative okay for planned
courses - required or elective, teacher input
for course content, and guidance counselor
input

-Advisory committee
To achieve articulation among vocational
academic teachers and students

-Subject area committee
To insure ground-floor curriculum planning,
includes career curriculum

-Central committee in business, industry, repre-
sentative sampling
Policy making and advisory

-Interschool coordinating council(supplement paid)
One contact person in each school plus
county level instructional personnel create
liaison between school

-County wide advisory group of teachers, principals,
representatives of professions, chamber of commerce,
facets of community life
Advisory

-Curriculum committee
County level instructional personnel explore
appropriate activities for different levels --
advise district wide committee

-Dissemination committee
        P.R. through media; informed group to act
        as emissaries to civic group

-Communication - information involvement
        Acts as legs, mouth and hands to the career
        education story

-Materials committee (search committee)
        Review materials -- make recommendations

-Community resources committee
        Develop community resource file

-Library committee
        Explore possibilities for making available
        materials -- courier service.
        Includes:

        -Inservice committee
            Continuing process for new people

        -Committee of grade level chairman

        -Validating committee
            Representative from each cluster to
            validate career information

        -Placement and Follow-Up

        -Quality assurance committee

-General advisory committee
        A general advisory committee composed of
        parents, business people and labor people-
        they have input in writing curriculum

-In-school coordinating committee
        In-school coordinating committee made up of
        elementary teachers, middle, or junior high
        or senior high school teachers. These
        people fuse career education concepts into
        existing curriculum in a sequential order

-Community resource committee
        They give input for different type of materials
        and use, and give introduction to their occu-
        pation areas (job description)

-Placement and followup committee
        This group gives input of availability of
        jobs in the community and gives progress
        reports of students that are employed
        part-time or full-time

-Citizens' Advisory Committee on Career Education
    Career Education recommendations from a
    cross-section of the community - business,
    parents, students - lay out Career Education
    plans and have the representatives react

-School Communication Committee
    Liaison between Career Education staff and the
    schools. Use "show and tell" to enable the
    school people to lay out what they're doing
    in Career Education

-Committee of Grade Level Chairmen
    Committee members, heading discipline teams,
    coordinate Career Education activities
    within each discipline

-Placement and Follow-Up Committee
    Make students aware of what to expect on
    placement and follow-up surveys and actual
    placement

-Task Force for Program (heads of vocation-techni-
 cal, elementary education, secondary education,
 guidance)
    Task Force for Career Education Program
    unify Career Education effort district-wide

-Evaluation Committee
    Implements evaluation procedures for Career
    Education Program and makes recommendations
    for any necessary revision

-Career Education Advisory Committee
    Provides a sounding board for giving direction

-Communications Committee
    Faculty members and students keep others
    informed on what is happening in that
    school

Mr. Smith, Broward County

Discussion
   Topic: 3. Kinds of commitments a school could make to career
            education

Responses:

   -Appoint a school career education coordinator.

   -Establish a communication committee-Administration,Guidance and
       Students.

   -Attend 5 inservice programs.

   -Establish a career center.

   -Establish vehicle for the communication of career education
       to students within the school.

   -Establish method of communication for Career Education with
       parents of students.

   -Establish scope, sequence, and priority emphasis of career
       education curriculum, instruction, and eight elements.

   -Study in-house resources (filmstrips, books, etc.) to locate
       and identify, involving media specialist, counselors.

   -Integrate or fuse career education objectives and subject
       objectives; chaired by department chairman.

   -Commit to field trips; integration of resources people in
       curriculum programs.

   -Shadowing.

   -Committee to involve all levels of education, e.g. vocation,
       academic, exceptional child.

   -Commitment to allow children to work (without pay) on job
       (industry-based system) on jobs which are not exploita-
       tion of students), e.g. bicycle shop waxing bikes,
       stacking shelfs (appreciation, attitudes) - 5th grade.

   -Commitment to allow children to work on-campus (mow lawns,
       general repair,) provide exploratory work experience.

   -Encourage curricula people to work Career Education in
       whenever they can.

   -Ask media people to select films from list dealing with
       career education

Mr. Smith, Broward County

Cont. Discussion Topic 3: Commitments for Career Education

Responses:

-Ask Principal to give committment to free different people
    for Career Education tasks from time to time.

-Responsibility for inservice training and orientation program
    for new teachers.

-Ask principal to make Career Education an integral part of
    his school budget.

-Inservice Training for all staff members involved in the
    actual program.

--Commit the school writing team to showing evidence of Career
    Education activities in effect in the various parts of
    the curriculum. Match activities used with Career
    Clusters and Career Education elements and outcomes.

-Guidance Commitment - write in guidance activities at the
    conclusion of curricular materials being used. Also
    get counselors into the classrooms.

-Commit Administrators to allowing their facilities to be used
    for workshops, inservice activities, and etc.

-Commit teachers and principals to use resources available on
    Career Education from community (speakers, field trips,
    etc.).

-Librarian - resource center for career related materials.

-Inservice - how much time; how many people.

-Ask each grade level to develop activities to fit into scope
    and sequence.

-Administrator's commitment by letter including permission
    to contact coordinator directly after preliminary orien-
    tation.

-Career Education coordinators within schools - commitment to
    inservice programs outside regular hours.

-Inservice points to be awarded to staff members for inservice
    activities.

-We will support a career education coordinator.

-We will develop a scope and sequence for career education for
    our school.

Mr. Smith, Broward County
Cont. Discussion Topic 3: Commitments for Career Education

Responses:

-   -We will contribute the program one or two times per year at
    a PTA meeting.

-   -We will request and support an in-service workshop for orienting
    teachers to CED.

-   -We will try to get a portion of our media center set aside
    as a CED resource center - also, funds.

-   -Pledge ourselves to the use of all human resources in the
    community.

-   -We will commit ourselves to visitation of other career educa-
    tion projects.

-   -We will formulate a plan for disseminating news releases and
    fertile ideas RE:career education.

-   -We will ask principal for funding support.

-   -Curriculum center - media.

-   -Adjustment of materials for use in the classroom.

-   -Use of FAIS valuing approach materials K-2, 3-5, 6-8.

-   -Career English.

-   -Career Math - rolling with math - Broward, Brevard.

-   -Career exploration prevocational - home economics

-   -Wheel - Am. ind.

-   -Project view

-   -Placement and follow-up

-   -Adm. support; allocate funds - pro rata basis consistent with
    policy.

-   -Provide leadership for integrating CDE curriculum.

-   -Provide leadership for use inservice.

-   -Community resource personnel support.

-   -Support council position.

-   -Career information center.

-   -Orientation to Career Education Op.

Mr. Smith, Broward County
Cont. Discussion Topic 3: Commitments for Career Education

Responses:

  -Funding proposals - grants, special.

  -Interschool liaison.

  -Evaluation procedures.

  -Inschool coordination.

  -Student orientation

  -Practical experience roles - high school drama performino at
      lower level schools.

  -CED objective - with subject objectives

  -On-campus student experience activity

  -Student activity on job in bus

  -Career awareness week - elementary level

  -Special week or weeks for seniors

  -Once every 5th week - resource people in school

  -Jr. high - hands on activity - development

  -There will be a Career Education plan on file done by the
      school level committee.

  -There will be a Career Education corner in the media center
      composed of related materials interesting to students
      at that school level.

  -Communications between school and community - exhibits county
      fair, bus, clubs, newspaper, student displays, slides, etc.

  -Field trips - groups of students visiting people in the World
      of Work.

  -Each discipline teacher has at least one speaker on his career
      during term.

  -Allow individual student to shadow an adult worker and share
      experience later in class.

  -Guidance counselor will plan at least one career day.

  -PTO-PTA will present one proaram where students participate
      by telling and showing what they've learned about careers.

Mr. Smith, Broward County
Cont. Discussion Topic 3: Commitments for Career Education

Responses:

-Using high school skill students to return to elementary and
middle schools to share their experience.

-High schools- commitment to a systematic plan - place -
follow-up program.

-Occupational specialist - exit interview with all W-7's

-Occupational specialist - program for each high school class
giving information about his program.

-Florida View Use

-"Wheel" program

-Increase enrollment in vocational programs.

-Value and attitude change.

-Positive self-concept activities for teachers and students

-Bulletin boards

-Career Counselor in parent-teacher conference

-Ask to write projects plan for Title I money - Use for Special
Education, Migrant, Gifted, reading programs related to
Career Education - Broward got $2 million for study.

-Peer Product materials project Title I money 4-5th year
pictures, writing language, booklets.

-Teachers helping kids identify, discuss and accept individual
values.

-Teachers and students helping each other develop and/or
maintain positive self-concepts.

-Teachers daily relating their subject matter to at least one
appropriate career education element.

-At least one community person present each week - to introduce
their specific careers.

-Teachers developing learning units for specific occupations
related to their subject areas.

-Supervisors or evaluators of teachers seeking confirmation of
Career Education activities occuring within the classrooms.

Mr. Smith, Broward County
Cont. Discussion Topic 3: Commitments for Career Education

Responses:

-County and/or school level funds being spent for Career
 Education materials and/or activities.

-Career-counseling occuring in teacher/parent conferences.

-Students taking vocational course for purpose of self-
 knowledge, or increasing independence in society -
 increased enrollment in vocational courses means more
 money curriculum offering great latitude for student
 decision-making.

-Use (involve) resource people in classroom.

-Develop an inschool resource file.

-Develop a resource center.

-Guidance directed inservice.

-Involve guidance in classroom.

-Make the purchase of Career Education media a priority.

-Field trips - to business/industry

-Career day

-Armed forces day

-College day

-Florida State Employment Service will hire students to work
 in nonprofit organizations Government, etc. for 10
 hours per week - NYC Neighborhood Youth Corp.

EVALUATION

Introduction

Background

The Florida Division of Vocational Technical and Adult Education contracted with Florida State University's Vocational, Technical and Career Education Program to conduct a management development workshop for career education project directors. The program content was designed to help develop competencies essential to the management of career education projects as well as develop a product which will be placed in the hands of project directors for future reference.

The workshop was held April 30 - May 2, 1974 at Howard Johnson's Motor Lodge, 603 Lee Road at I-4, Orlando, Florida. The workshop was approximately 16 hours in length. The first four hours were spent dealing with introductory remarks, registration preparation of the final report for 1973-74 career education projects, career education resources guide, career education slide presentation, and an overview of state guidelines for submitting career education projects for funding. The remaining 12 hours were spent on group work sessions dealing with the following topics:

-The Design and Implementation of In-service Programs for Project Teachers,

-Conceptualizing and Developing a Model Career Education Program,

-Establishing Effective Lines of Communication and Working Relationship with District Level County City Administrators, Teachers, and Community

The Florida Department of Education Division of Vocational, Technical, and Adult Education contracted with Florida State's Vocational, Technical and Career Education program to evaluate the workshop at the close of the last session and to provide follow-up services six months later.

According to contractual arrangements with Department of Education, the evaluation was to cover the following workshop objectives:

To provide resource people capable of helping project coordinators and directors in reviewing and developing a management systems approach requiring competencies in the following areas:

- Better missions and goals
- Better analysis of components of a management system

- Improved coordination of resources, and
- Improved motivational factors

To provide resource people who will give an overview
to project coordinators and directors in the use of
State guidelines in submitting career education
projects for funding, etc., resulting in project
directors and coordinators becoming more proficient
and systematic in developing career education
projects submitted for funding, etc.

To provide resource people capable of helping project
coordinators in designing and implementing in-service
programs for project teachers at elementary, middle-
junior high and secondary levels - thus resulting in
project directors gaining a workable knowledge of
how to design and implement in-service programs
for elementary, middle-junior high and secondary
level project teachers in their county.

To provide resource people, consultants, and other
information that will allow project coordinators
to become more competent in conceptualizing and
developing a model career education program appli-
cable to any county, thus resulting in project
directors gaining a clearer understanding and a
workable knowledge of the model as it applies to
their county, including steps necessary in achieving
it.

To evaluate the effectiveness of this workshop at
the close of the workshop and assess other problems
that need special help and attention. Six months
later, a follow-up survey will be conducted to
determine the usefulness of the workshop and assess
other training needs.

To keep records of meetings so that a final report
may be edited and published as well as distributed
to all workshop participants as a reference in
future need.

This section of the document delivers the evaluation data by
summarizing and interpreting data from the participant evaluation
forms. A copy of the evaluation form is included in the Appendix.

Methodology

Instrumentation and Data Collection

Previous meetings with State Department of Education people,
area consultants, various career education project directors
and workshop objectives were taken into consideration in designing
the evaluation procedures and instrument used. Since the length

of the entire workshop was only 16 hours, no effort was made
to collect evaluative information during the workshop session.
However, the instrument was given to the participants at the end
of the final group work session.

Data Analysis Plan

Data collected focused upon obtaining the participants' reactions
to each of the workshop sessions, instructional content, and pre-
sentation; the extent to which the workshop instructional objectives
were achieved; and, to obtain information useful for future plan-
ning.

The evaluation questionnaire was analyzed by tabulating all of the
responses to each question in terms of a two, three, or four
point scale. In addition, all of the written comments were listed
for each question. Since the workshop participants had been
grouped into three groups -- group #1 representing large ADA
(Average Daily Attendance); group #2 representing medium ADA; and,
group #3 representing small ADA -- data collected has been grouped
so comparisons could be made between/across groups.* Where possible
all data will be presented in table form so group comparisons may
be shown. Questions requiring written comments from workshop
participants were listed as received from each participant and were
grouped according to group I, II, or III.

Findings

1--Respondents were asked to evaluate each of the workshop sessions:

An analysis of the over-all group ratings evaluating each of the
workshop sessions shows the participants rated the entire workshop
as helpful. However, they felt the general session was not as
helpful as the group work sessions. Table #1 shows the Use of
State Guidelines for Submitting Career Education Projects for
Funding receiving the lowest over-all rating. This rating does
not reflect a true picture and is based on the fact the State
Guidelines were not ready to be handed to workshop participants.
The Florida Legislature was in the process of changing the funding
aspect therefore it would have been a waste of taxpayers money
to print guidelines that would have been obsolete before they
left the press. Table #1 shows participants rated Mr. Bailey's
talk on the "Preparation of the Final Report for 1973-74 Career
Education Project" as the most helpful of the topics presented
in the general session.

Participants rated establishing effective lines of communications
and working relationships with district level/county administrators
higher than the other group work sessions. However, all group
work sessions were rated helpful.

Looking across groups -- Medium ADA counties rated all sessions
above helpful. Small ADA counties and large ADA counties rated
all sessions slightly below helpful.

* Appendix -- summarizes the data from the evaluation survey
  according to groups

Summary

Over-all the workshop was rated as being helpful to the participants.
The lack of having State Guidelines lowered the over-all rating
some and did not reflect a true picture. Surprisingly, small
counties seem to feel the workshop related less to them and their
problems.

TABLE #1   EVALUATION OF EACH WORKSHOP SESSION

Groups	Preparation of Final Report for 1973-74 Career Education Project	Career Education Resource Guide	Use of State Guidelines for Submitting Career Education Projects for Funding	Design and Implementation of In-service Programs for Project Teachers	Conceptualizing and Developing a Model Career Education Program	Establishing Effective Lines of Communication and Working Relationships with District Level/ County Administrators
	Overall Rating **	Overall Rating	Overall Rating	Overall Rating	Overall Rating	Overall Rating
1 Large ADA Counties (N=18)	2.19 (N=16)	1.94 (N=16)	.8 (N=5)	2.0 (N=17)	1.8 (N=17)	2.7 (N=17)
2 Medium ADA Counties (N=23)	1.96 (N=23)	1.86 (N=21)	1.92 (N=13)	2.5 (N=23)	2.0 (N=23)	2.5 (N=23)
3 Small ADA Counties (N=18)	2.0 (N=16)	1.86 (N=15)	1.0 (N=8)	2.2 (N=15)	2.3 (N=15)	1.8 (N=15)
TOTAL	2.04	1.88	1.24	2.23	2.03	2.33

** Ratings based on: 0 = no help   1 = of little help   2 = helpful   3 = very helpful

2. Please Indicate
How Well Workshop Objectives Were Accomplished:

Group two (Medium ADA counties) gave an over-all rating of 2.18
on a four point scale thus rating the accomplishment of the
workshop objectives between good and excellent. Group three
(Smaller ADA counties) rated the workshop objectives below 2
(good). See Table II.

TABLE #2   HOW WELL THE WORKSHOP OBJECTIVES WERE ACCOMPLISHED

Group:	Overall Rating**	Workshop Objectives:
#1 (N=18)	2.1 (N=18)	1. Provide an overview and instruction in preparing Final Report for 1973-74 Career Education Project 2. Provide instruction in the use of the Career Education: Resource Guide
#2 (N=23)	2.18 (N=22)	3. Provide a review and instruction in how to use the State Guidelines in submitting career education projects for funding, etc. 4. Designing and implementing in-service programs for project teachers (elementary, secondary, and middle-junior high levels)
#3 N=18)	1.8 (N=17)	5. Conceptualizing and developing a model career education program applicable to any county, and 6. Establishing effective lines of communication as well as ways of establishing effective working relationships with district level-county/city administrations.
TOTAL	2.02	

** Ratings based on:

0 = Poor

1 = Fair

2 = Good

3 = Excellent

SUMMARY:

Seventy percent of the participants felt the workshop objectives had been accomplished slightly above "good". Small ADA counties felt the objectives were not covered as well as they could have been.

3. Question: What aspects of the entire program did you like most and why?

Thirty percent of the workshop participants indicated interaction among participants was an aspect they liked most about the entire program. Approximately twenty-four percent of the workshop participants felt establishing effective lines of communication and working relationships with district level/county administrations was an aspect they liked the most. Twenty percent of the participants liked the aspect of the design and implementation of in-service programs for project teachers. See Table #1 and #3.

TABLE #3 WHAT ASPECTS OF THE ENTIRE PROGRAM DID YOU LIKE MOST AND WHY?

Group:	State Level Information	Preparation of Final Report for 1973-74 Career Education Project	Career Education Resource Guide	Use of State Guidelines for Submitting Career Education Projects For Funding	Design and Implementation of In-service Programs for Project Teachers	Conceptualizing and Developing a Model Career Education Program	Establishing Effective Lines of Communication and Working Relationships with District Level/County Administration	Interaction of Participants
#1 **	1	0	0	1	2	0	6	8
#2 **	0	1	0	4	5	1	4	10
#3 **	0	2	1	5	5	2	4	0

**actual number of participants responding to each item

Looking at small ADA counties approximately thirty percent of the participants felt use of State guidelines for funding, designing and implementing in-service programs for project teachers were aspects they liked the most about the entire program.

Summary: Interaction among participants was an aspect both Large and Medium ADA counties felt was very essential to the entire workshop. Small ADA counties did not indicate inactivation was as important. They indicate state guidelines on funding and in-service programs were aspects they felt they valued the most out of the entire program.

4. Question: What aspects of the entire program did you like least and why?

Approximately 28% of the small counties (group III) expressed the lack of needed materials on opening day was an aspect they liked the least about the entire program. Large and medium size ADA counties (groups I and II) expressed the lack of the state guidelines as an aspect they did not like. See Table #4.

TABLE #4 WHAT ASPECTS OF THE ENTIRE PROGRAM DID YOU LIKE LEAST AND WHY?

Group	Lack of Participation	Preparation of Final Report for 1973-74 Career Education Project	Career Education Resource Guide	Use of State Guidelines for Submitting Career Education Projects For Funding	Design and Implementation of In-service Programs for Project Teachers	Conceptualizing and Developing a Model Career Education Program	Establishing effective Lines of Communication and working Relationships With District Level/County Administration	Opening Day Lack of Needed Materials
#1 **	2	0	0	3	0	2	0	1
#2 **	0	0	2	2	0	2	0	1
#3 **	0	1	1	1	1	0	0	5

** Actual number of participants responding to each item

Summary: Over-all disappointment was expressed by a cross section of the workshop participants in regard to the lack of needed materials on opening day. However, the materials lacking were the state guidelines for submitting career education projects for funding. Due to Legislative actions the guidelines were held up prior to being sent to the publisher so last minute changes could be made. Consequently, they were not ready, although the workshop participants had been told they would receive them at this workshop session.

5. The respondents were asked to rate the workshop length;

    Table five shows the majority of the participants felt the workshop was about right in length. See Table 5.

TABLE #5   THE WORKSHOP LENGTH WAS:

Group	Overall Rating **
#1 (N=18)	1.8 (N=18)
#2 (N=23)	1.9 (N=23)
#3 (N=18)	1.9 (N=18)

**Ratings based on:

Scale: 0 = too long

           1 = too short

           2 = about right

6. The respondents were asked to rate the pace of the workshop.

    Overall the respondents felt the pace of the workshop was about right. Table six indicates all groups felt the pace of the workshop was about right. See Table 6.

TABLE #6   THE PACE OF THE WORKSHOP WAS:

Group	Overall Rating **
#1	1.9
(N=18)	(N=18)
#2	1.8
(N=23)	(N=23)
#3	1.9
(N=18)	(N=18)

**Ratings based on:
Scale: 0 = too slow

1 = too fast

2 = about right

7. Respondents were asked to rate the content of the workshop.

Overall the participants rated the content about right for this type of workshop. Nine-three percent agreed the content was about right. See Table #7.

TABLE #7   THE CONTENT OF THE WORKSHOP WAS:

Group	Overall Rating **
#1	1.94
(N=18)	(N=17)
#2	1.95
(N=23)	(N=22)
#3	1.87
(N=18)	(N-16)

**Ratings based on:
Scale: 0 = too academic

1 = too elementary

2 = about right

8. Respondents were asked to rate the overall management of the workshop.

    All respondents gave an overall rating of the management of the workshop between good and excellent. See Table #8.

TABLE #8   THE MANAGEMENT OF THE WORKSHOP WAS:

Group:	Overall Rating **
#1 (N=18)	2.3 (N=18)
#2 (N=23)	2.3 (N=23)
#3 (N=18)	2.2 (N=18)

**Ratings based on:
Scale: 0 = poor
          1 = fair
          2 = good
          3 = excellent

9. Participants were asked to consider the opportunity for participation in the workshop and rate it.

    According to overall group ratings as shown in Table #9 - group #1 (large ADA counties) rated participation between too little and about right. Group I and II (approximately 70 percent) of the participants indicated participation in the workshop was between too little and about right. Small ADA counties indicated participation was about right. See Table #9.

TABLE #9   CONSIDERING THE LENGTH AND CONTENT OF THE WORKSHOP,
THE OPPORTUNITY FOR PARTICIPATION WAS:

Group:	Overall Rating **
#1 (N=18)	1.6 (N=18)
#2 (N=23)	1.74 (N=23)
#3 (N=18)	1.8 (N=18)

**Ratings based on:
Scale: 0 = none
        1 = too little
        2 = about right

10. Respondents rated the meeting facilities as follows:

Table ten shows that all respondents rated the meeting facilities between good and excellent.

TABLE #10   THE MEETING FACILITIES WERE:

Group	Overall Rating **
#1 (N=18)	2.4 (N=18)
#2 (N=23)	2.7 (N=23)
#3 (N=18)	2.4 (N=18)

**Ratings based on:
Scale: 0 = poor
        1 = fair
        2 = good
        3 = excellent

11. **If another one week workshop were to be held in the near future, what topic(s) would you suggest be the focus of that workshop?**

Group I

-Involvement of district sup't in application of Career Education into curriculum.

-Role and function of state level consultants; presentation and interpretation of legislation.

-A management system to accomplish objectives.

-Developing various committees; techniques to use with upper administration and principals; funding.

-Correlating Career Development Curricula materials and activities - strategies and techniques.

-More detailed examples of implementation.

-More evaluation of projects.

-Fusing guidance and Career Education as it relates to self awareness, decision making, attitudes and appreciation and employability skills.

-Curriculum applications at the High School level.

-How monies are expended; 2) specific "program" initiated in the districts; 3) PR campaigns.

Group II

-Actual how to do - ideas on how and why to develop programs and various approaches.

-Inservice workshops.

-Finalization and approval of district Career Education plans.

-Budgeting for school year 1974-75 in career education; 2) guidelines for writing career education plans for school year, 1974-75.

-Project proposal guideliner; 2) placement and follow-up information; 3) selling Career Education to counselors and the secondary level in general.

-Further help on preparing next year's program and implementation needs.

-Writing plans for next year; 2) inservice suggestions.

-Discuss with other counties of comparable size what they are
      doing and how; gain other ideas.

-Writing of model for 1974-75; 2) sharing of ideas from those
      who have had success in their projects; 3) relat g
      Career Education to the small county problems where lack
      of personnel is a real problem.

-Topic #2 evaluation; (however I feel one week is too long a
      consecutive period to meet.)

-How to prepare faculties for implementation; placement and
      follow-up.

-Emphasis on implementation and evaluation.

-Techniques on how to integrate or infuse Career Education into
      existing programs; 2) have teachers explain in detail
      what they are actually doing and what is working for them
      in Career Education.

-How are the various districts using the occupational specialist
      to the best advantage; 2) presentation of detailed
      strategies for evaluation as a management tool; 3) provide
      some out-of-state consultants.

-What is happening in the SDOE, Legislature, etc. currently on
      Career Education; 2) what do our leaders think, predict,
      etc.; 3) of what value have the previously submitted
      reports (initial, second) been? 4) what did we do wrong?
      5) what can we do better?

-Not a week workshop - but if it is held let's look at as many
      delivery systems being used by other districts as possi-
      ble; we should look out of state also.

-Guidelines; 2) evaluation; 3) resources; 4) other funding
      systems (CETA).

-Program problem solving.

-Anything NEW to help toward the development of next year's
      project.

                          Group III

-Evaluation; 2) design of models (more in depth); 3) resources
      research and recruitment.

-Evaluation (Mr. Romeo Massey helped us more on this than
      anyone else.)

11. Cont. (Group III)

-Small county operations with small county leadership. Large
    county leaders really don't see the problem that exists
    in smaller areas. The total concept from involving and
    interesting people in Career Education would be most
    helpful.

-Developing evaluation criterion; 2) working on project guide-
    lines for '74-75; 3) further help on teacher inservice.

-Implementation of Career Education objectives into districts.

-Model and program design; scope and sequence.

-More reports from project directors.

-Let small counties share ways of making short resources go a
    long way; 2) specific evaluation procedures; 3) exemplary
    materials available - small counties have no staff (less
    exposure to materials reps.)

-Minimum guidelines; 2) demonstrations of Career Education
    participation at Secondary level.

-Assessment of other funds available for career education;
    2) project evaluation.

-Evaluation; 2) resources (comm. and teacher-made).

-Some of the most successful materials used in areas; 2) more
    classroom teacher participation; 3) opportunity for us to
    question and speak more (I'm often frustrated because no
    one listens to me!); 4) ways to help elementaries in
    value, attitudes, change, self-concepts.

-I don't feel that we have covered the area of implemention
    to any degree; we need more work on it.

-More on placement and follow-up; 2) more on inter-communications
    techniques; 3) more on tasks and roles, i.e., occupational
    specialist, guidance counselors, communities.

-I feel that a one week workshop is too long. This workshop
    is of an ideal length - 2½ days, 1 full day.

-Evaluation; 2) management by objectives.

-Guidelines.

-Preparation of 74-75 plan, on the spot review and revision;
    Discuss submission of budget in the precise accounting
    catagories in which funds are expended.

-Evaluation of Career Education Programs.

Summary:

Question eleven deals with suggested topics that would be useful in future workshops. Group I, II, III have stressed that they could use help in the following broad categories:

-Final procedures and policy
-Evaluation -- Placement -- Follow-up
-Guidelines
-Implementation (Practical level)
-Management systems
-Curricula (design-implementation)
-Dissemination of career education materials and information
-Program problem solving (Practical level)

---

   *   *   *   *   *   *   *   *   *   *

To gain a clearer picture of the topics that would be useful in future workshops, it was decided to group the data by geographical areas. In doing so, question eleven (11) has been repeated and responses have been recorded according to the geographical area the respondent was from. Table 13 on page   shows a break down of the topics felt to be most useful and shows what topics have been suggested by areas I through V.

11. If another one week workshop were to be held in the near future, what topic(s) would you suggest be the focus of that workshop?

Area I

-Techniques on how to intergrate or infuse Career Education into existing program.
-Have teachers explain in detail what they are actually doing and what is working for them in Career Education
-Model and program design, scope and sequence
-Developing evaluation criterion
-Working on project guidelines for 1974-75
-Further help on teacher in-service
-Evaluation
-Design of Models (more in depth)
-Resources research and recruitment
-Evaluation -- Mr. Romeo Massey helped us more on this than anyone else
-Small county operations with small county leadership. Large county leaders really don't see the problems that exist in smaller areas. The total concept from involving and interesting people in Career Education would be most helpful
-Emphasis on implementation and evaluation
-How to prepare faculties for implementation, placement, and follow-up
-More detailed examples of implementation -- correlating Career Development, Curricula materials and activities -- Strategies and Techniques

Area II

-Guidelines: 1. How are the various districts using the occupation or specialist to the best advantage? 2. Presentation of detailed strategies for evaluation as a management tool. 3. Provide some out-of-state consultants
-Program problem solving
-Preparation of 1974-75 plan, on the spot review and revision
-Discuss submission of budget in the precise accounting categories in which funds are expended
-More time of more in-depth workshop in area of models, conceptualization and relating to real problems in district including job descriptions for the description of key personnel for career programs would probably be helpful
-Evaluation of Career Education Programs
-Actual how-to-do ideas on how and why to develop programs and various approaches
-In-service workshops
-More on placement and follow-up
-More on inter-communications techniques
-More on tasks and roles, i.e. Occupational Specialists, Guidance Counselors, Communities

11. continued

-Let small counties share ways of making short resources go
 a long way
-Specific evaluation procedures
-Exemplary materials available -- small counties have no
 staff -- less exposure to materials Reps.
-Writing of model for 1974-75
-Sharing of ideas from those who have had success in their
 projects
-Relating Career Education to the small county problems,
 where lack of personnel is a real problem
-Role and function of state level consultants
-Presentation and interpretation of legislation
-How monies are expended
-Specific "programs" initiated in the districts
-Public Relation campaign
-Assessment of other funds available for Career Education
-Project evaluation
-Evaluation
-Resources (community and teacher-made)
-Budgeting for school year 1974-75 in Career Education
-Guidelines for writing Career Education plans for school
 year 1974-75
-Finalization and approval of district Career Education plans

Area III

-Some of the most successful materials used in areas
-More classroom teacher participation
-Opportunity for us to question to speak more -- I'm often
 frustrated because no one listens to me
-Ways to help elementaries in value, attitude change -- self
 concept
-I don't feel that we have covered the area of implementation
 to any degree -- we need more work on it
-Evaluation
-Management by objectives
-Anything new to help toward the development of next year's
 project
-What is happening on the Department of Education, Legislature
 etc. currently on Career Education. What do our leaders
 think, predict, etc. -- of what value have the previously
 submitted reports (Initial-Second) been? What did we do
 wrong? What can we do better?
-A management system to accomplish objectives
-Involvement of district superintendent in application of
 Career Education into curriculum
-Developing various committees
-Techniques to use with upper administration and principals
-Funding

11. continued

Area IV

-Implementation of Career Education objectives into districts
-More reports from project directors
-Please not a week workshop -- But if it is held let's look
 at as many delivery systems being used by other districts
 as possible -- We should look out of state also
-Topic #2
-Evaluation
-However I feel one week is too long a consecutive period
 to meet
-More evaluation of projects

Area V

-Minimum guidelines
-Demonstrations of Career Education participation at
 secondary level
-Guidelines
-Evaluation
-Resources
-Other Funding systems (CETA)
-Discuss with other counties of comparable size what they
 are going and how to gain other ideas
-Writing plans for next year
-In-service suggestion
-Further help on preparing next year's program and implementa-
 tion needs
-Have to give it more thought
-Curriculum applications at the High School Level
-Fusing guidance and Career Education as it relates to
 self-awareness, decision-making, attitudes and appreciation,
 and employability skills

Table 11   TOPICS APPROPRIATE FOR FUTURE CAREER EDUCATION WORKSHOPS

| Topics   (Broad Category) | I | Geographical Areas | | | V |
		II	III	IV	
Implementation	X		X	X	X
Management systems		X	X		X
Evaluation	X	X	X	X	X
Guidelines	X	X		X	X
In-service teacher training	X	X			X
Model (designs)(Practical level)	X	X			
Resources	X	X			X
Fiscal procedure/policy		X			X
Placement - Follow-up	X	X			
Program - Problem solving (Practical level)	X	X	X	X	X
Dissemination/delivery system		X	X	X	X
Needs assessment	X	X	X		

12. Question: If a one day drive in follow-up session of this
    workshop were to be arranged in your area in five or six
    months, would you like to attend?

    /.11 groups responded in a positive manner in regard to the
    follow-up session. Of the three groups responding, small
    counties were somewhat negatative compared to medium or large
    ADA counties. See table #12.

TABLE #12   IF A ONE DAY DRIVE IN FOLLOW-UP SESSION OF THIS
WORKSHOP WERE TO BE ARRANGED IN YOUR AREA IN FIVE
OR SIX MONTHS, WOULD YOU LIKE TO ATTEND?

Group	Overall Rating **
#1 (N=18)	1.0 (N=17)
#2 (N=23)	.95 (N=22)
#3 (N=18)	.83 (N=18)

**Ratings based on:
Scale: 0 = No

            1 = Yes

13. **What kinds of programs and activities do you feel are appropriate for the one day drive-in follow-up session?**

Group I

-Activities and in-service with teachers - action labs.

-We will eventually need more information the new state guidelines for funding Career Education Projects.

-Guidelines for long range planning.

-Sharing of delivery systems - integrating curricula.

-Group interaction.

-Sharing of counties of their different program such as inservice, implementation.

-Placement and Follow-Up Nitty-Gritty.

-Techniques of writing plans; 2) counseling programs in Career Education.

Group II

-General reviews of new requirements in management, i.e., back to state level.

-Using State Guidelines once we get them.

-Perhaps some guidelines for future "plans".

-Include presentations by teachers from various districts to share ideas.

-More on in-service (how to get started).

-Trends - help in implementation.

-Methods and materials development for evaluation of programs; 2) assistance with writing of plan for next year's plan.

-Help in writing model for 1974-75.

-I would suggest that decision making administrators be invited to the next workshop and the program revolve around their involvement and orientation to Career Education.

-Setting up inservice.

13. Cont. (Group II)

-Budget, state guide, staffing.

-Probably a view of materials from other states, commercial
      materials, etc.

-Help toward finalizing next year's project plans - guidelines,
      etc.

-Inservice for teachers.

Group III

-"Show and Tell" instructional activities in several Secondary
      disciplines.

-The eight areas broken down.

-#2 - (working on '74-75 project)

-Implementation; 2) raps between counties of similar size as to
      methods for implementing career education objectives.

-One topic or subject only, exact and specific.

-FAIS

-Small rap sessions in the structure - topic open to be elected
      by participants for specified time segments.

-Informal raps with teachers and principals

-One day - one specific aspect of Career Education.

-Sharing of resources; ideas on evaluation.

-Guidelines for developing Career Education Plan for 1974-75.

-Brief review of results of this conference and discussion of
      each counties plan, including what kinds of things are
      being done, what materials are being used, and how are
      they working out.

-Samples of instruments used to gain evaluation by students.

-Just nitty-gritty of going from planning to implementation to
      evaluation and return.

-Not much is ever really accomplished in one day; only some quick
      exposure. Why not use these for informal idea exchange
      and question-answer within area?

Summary:

In dealing with a one-day session, Groups I, II, III expressed
a need for help in the following areas and stressed that each
topic should be concise, practical and to the point. The
following are areas of need:

Group discussions dealing with

> -Use of state guidelines
> -In-service teacher education, i.e. in Career Education
> -Evaluation - placement follow-up
> -Implementation (practical level)
> -Fiscal procedures and policy
> -Resources - practical level
> -Dissemination and delivery systems

In order to gain some idea of what programs and activities
would be appropriate for a one day drive-in follow-up session,
the responses of the participants were grouped according to
the five geographical areas of the state. Question #13 with
responses by area follows:

---

13.   What kinds of programs and activities do you feel are appropriate
      for the one day drive-in follow-up session?
                              RESPONSES:

Area I

> -Sharing of delivery systems
> -Integrating curricula
> -Group inter-action
> -Methods and materials development for evaluation of
> programs
> -Assistance with writing of plan for next year's plan
> -Discussion on one-to-one basis of district's progress,
> problems, etc.
> -Trends -- help in implementation
> -More on in-service (How to get started)
> -The eight areas broken down
> -"Show and tell" instructional activities in several
> secondary disciplines
> -#2 -- working on 1974-75 project
> -one topic on subject only -- exact & specific

Area II

> -Help in writing model for 1974-75
> -Guidelines for long range planning
> -Techniques of writing plans
> -Counseling program in career education
> -Just nitty-gritty of going from planning to imple-
> mentation to evaluation and return
> -Include presentations by teachers from various districts
> to share ideas

13. continued

-Budgeting, state guide, staffing
-Setting up in-service
-General review of new requirements in management, i.e.,
 back to state level
-Finalization and approval of district career
 education plans
-I would suggest that decision-making administrators
 be invited to the next workshop and the program
 revolve around their involvement and orientation to
 career education
-Sharing of resources and ideas on evaluation
-Small rap sessions in the structure-topic open - to be
 elected by participants for specified time segments
-Informal raps with teachers and principals
-Guidelines for developing career education plan for
 1974-75
-Brief review of results of this conference and discussion
 of each county's plan, including what kinds of things are
 being done; what materials are being used; and how are
 they working out.
-Samples of instruments used to gain evaluation by students

Area III

-We will eventually need more information on the new state
 guidelines for funding Career Education Projects
-Activities and in-service of teachers -- action labs

-Using state guidelines once we get them
-Perhaps some guidelines for future "plans"
-Help toward finalizing next year's project plans
 -- guidelines etc.
-Not much is ever really accomplished in one day
 --only some quick exposure -- Why not use these for
 informal idea exchanges and questions - answered
 within area?

Area IV

-Sharing of counties of their different programs
 such as in-service, implementation
-Topic #2 Evaluation
-Probably a review of materials from other states,
 commercial materials, etc.
-FAIS
-Implementation
-Raps between counties of similar size as to methods
 for implementing career education objectives

Area V

-Placement and follow-up Nitty-gritty
-Project proposal guidelines
-Placement and follow-up information

-Selling Career Education to counselors and the
 secondary level in general
-In-service for teachers
-Guidelines
-Evaluation
-Resources -- other funding systems (CETA)
-One day-one specific aspect of Career Education

Summary: Table 13 shows what topics each area felt would be
         appropriate for a one-day drive in follow-up session.

Table 13   TOPICS APPROPRIATE FOR FOLLOW-UP SESSION

Topic (Broad Category)	Areas:				
	I	II	III	IV	V
Delivery systems	X	X		X	
Curricula	X	X		X	
Interaction: Counties' Problems Plans	X	X	X	X	
Evaluation	X	X		X	X
Guidelines Career Education	X	X	X		X
Implementation (Practical Level) (Teacher & Staff)	X	X		X	
Inservice	X	X	X	X	X
Management Systems		X			
Fiscal procedures/policy		X			X

Recommendation:
    It is recommended that groups have an opportunity to interact
with each other concerning topics and problems. A one day session
should have concise and pin-pointed topics.

14. **Any additional comments:**

Group I

-Closer coordination of various areas, DOE (State) (Areas) and consultants.

-A state level meeting involving each project director and each superintendent is needed.

-All leaders-more from projects funded from sources other than the state funds. The majority of the participants are from less well funded projects. Ways in which these projects are proceeding would be more relevant for many of us.

Group II

-Materials and their use seem interesting to many people.

-We need more of this. I feel I have much more to work with as a result of this workshop. Having the opportunity to rap with other directors has also been invaluable.

-You've done an excellent job in organizing and conducting this program.

-The topics were very good. Personnel from Orange County excellent. Leaders were well informed.

-This meeting or conference should have replaced the St. Pete meeting. I believe we need more of the St. Pete material gone over again.

-Over all I thought workshop was well worth the time spent.

-Overall I feel the workshop was of benefit to myself in program development. Size was much better than St. Pete meeting. **Please make sure materials, ideas, etc. that were gathered in the session are disseminated. Those developed at St. Pete were never received by us and I feel they would be of much value.

-Short counseling sessions to be arranged for one-to-one discussion of a district's progress, problems, etc.

-The use of group discussion recorders could be made more effective by disseminating their notes. This service was an unfilled promise of the St. Pete Conference. Please follow up on this conference. In future workshops it might be desirable to have access to a xerox machine so copies of group discussion summaries could be made available to participants very quickly.

14. Cont. (Group II)

-We needed this workshop much earlier in the year.

-This workshop would have been more appropriate at the beginning
    of our project, not the end. Gave me NEW ideas!!!

-CFCL seems late with things. It may be fine if you can visit
    them from time to time. (I am most interested in strate-
    gies and materials which can be used in the teaching of
    individual academic skills so that this type of infusion
    can take place.)

-Small county personnel have multiroles in the districts. Can't
    afford to "spin our wheels" - this should have been the
    final workshop of the year. We should have come away
    with plans approved.

                        Group III

-Please have coffee at breaks.

-Most important topic of evaluation was not included.

-It would seem more practical if two workshops had been held
    one in each end of the state. Most CE participate if they
    live at either end of the state, it cost them at least one
    extra day for travel. Also if two separate workshops had
    been held the second workshop should have benefited from
    the mistake of the first.

-Pleasant experience.

-Need more time for informal, on-task interaction within the
    structure.

-Progress is being made.

-Overall I felt that the workshop was of assistance to me,
    particularly of importance to me was the ideas I picked
    up for my inservice workshop this summer. These ideas
    evolved from various programs, not particularly any one
    program.

-A very well planned workshop.

-Will need something later on how to evaluate.

-Do not waste all these evening hours. Certainly a 1 to 1½
    hour session would not be too strenuous on anyone.

-This was a very valuable workshop.

14. Cont. (Group III)

   -The topic on models was too broad for the shorttime alloted.

   -Could evaluation (e.g. "Career Awareness" in the state-wide
        8th grade test) of Career Education be an integral
        part of state (already established) testing?

   -Time schedule i.e.. beginning and ending near noon is very
        much appreciated.

Summary, Conclusions and Recommendations

Summary

In summary, the Management Development Workshop
for Career Education Project Directors was held at
Howard Johnson's Motor Lodge on April 30, through May2,
1974. The program was attended by 59 career education
directors and 33 workshop staff participants. Those
attending represented forty-four of the fifty-seven
counties in Florida. See Geographical map below
for details showing counties represented at the work-
shop. Areas two, three, and five had the best repre-
sentation at the workshop. Areas one and four had
the poorest representation at the workshop.

Figure 1   Attendance At Workshop By
Geographical Areas in Florida for Career Education

● counties represented
during workshop who
responded to the
evaluation instrument
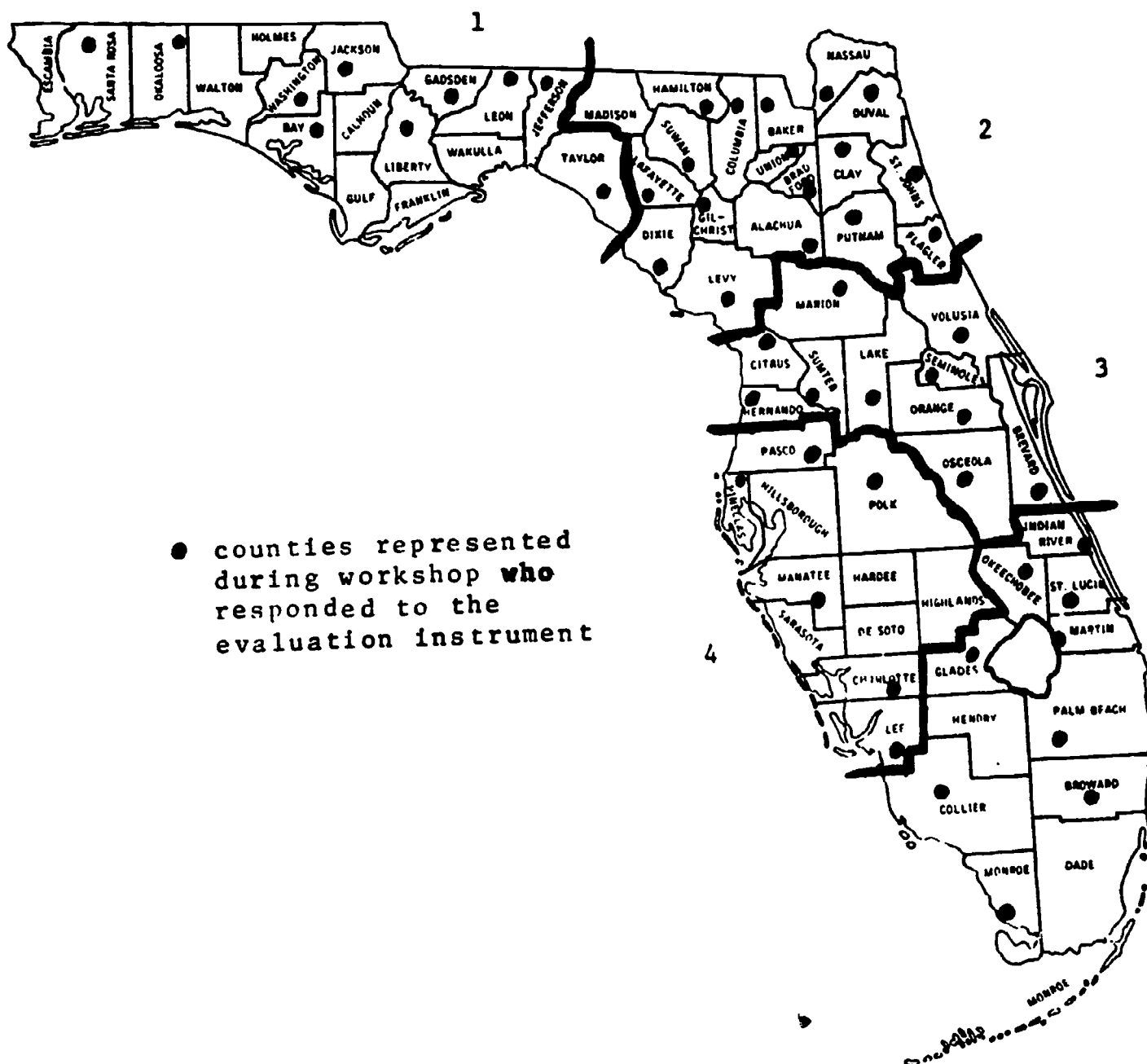
Throughout the program, the participants verbal reactions were obtained and shared with the workshop staff. This information was collected to assist in making needed revisions for improvement. Reactions from the participants toward training sessions were generally positive. Some dissatisfaction was expressed in regard to the lack of state guidelines for funding. However, this appears to have been a problem that could not be avoided.

In a majority of responses, the small ADA counties expressed less positive views toward the entire workshop compared to the medium and large ADA counties. One noticeable aspect was small counties made no comment concerning interaction among participants whereas medium and large ADA counties felt interaction among participants was most important. A majority of. participants expressed that establishing effective lines of communications and working relationships with district level/ county administrators was most beneficial and important in developing competencies essential in managing their workshops.

Conclusions

The results indicated the respondents felt that the program met their expectations, and was worth their time and effort. Overall, the respondents felt the program was successful in helping them develop competencies essential in managing their career education projects. The term "successful" has been used not as an elusive concept, but can be evidenced by:

-expressions of participant satisfaction: on an anonymous questionnaire, virtually all participants indicated that the program had met its objective and was helpful, etc.

-willingness to participate in similar or advanced training programs: most of the participants indicated a willingness and a desire to participate in future training programs.

-perceived usefulness of the instructional content: all of the group work sessions were seen by most of the participants as being useful to them in helping them develop competencies necessary to manage career education projects.

These and other indicators of program success were tempered by candid and constructive concerns expressed by the participants. For example, many small ADA county participants openly expressed a concern that the sessions were better suited toward helping the medium and large ADA counties. This problem was not completely resolved.

Recommendations

Various recommendations seemed clearly evident from the evaluation form and from suggestions made during the workshop sessions. The suggestions and recommendations that follow are not listed in terms of importance but are included because sufficient evidence was available to justify their consideration.

-Adjust training size:
Clearly some attempt should be made to reach small ADA counties on the level they are having to function/operate at; if training sessions need to be held just to deal with problems confronting them, then serious considera-tion should be given to possibly holding workshops that would work with small counties and other workshops to deal with medium and large ADA counties. One to two day sessions could be planned so small ADA counties could identify and work on specific problems facing them.

-Clearer advanced information to participants:
Even though most participants indicated their expecta-tions were met, enough expressed dissappointment at the fact much of the information received was repetitive and they no longer needed to be sold on career education. An attempt to segregate problems faced by large, medium, and smal ADA counties would seem justified.

-Adaptability in programs:
The planning of future in-service programs should be thorough and careful and include a built-in mechanism for necessary adaptation and revision. Continued surveys of career education project directors and staff, informal interviews, suggestion boxes, etc. should be included in evaluation (revision process of determining what should go into a workshop program, etc.)

-Clearer objectives:
Difficulties with eliciting and defining instructional/ behavioral objectives will never be eliminated, therefore, the need remains to make an earlier and more complete effort to state the program objectives.

-Additional Services:
Some other suggestions, many of which are apparent from the evaluation data, include the need to

> -disseminate information from the Department of Education to those involved in implementing career education

> -furnish guidelines on budgeting, placement, follow-up and evaluation of career projects, etc.

> -hold seminars or one-day sessions of career education personnel to come together to discuss

their regional and local problems and to share
ideas for overcoming them

-hold workshops so problems are confronted at
the beginning of various stages of planning
and implementation and not at the end of
implementation

-consider sessions in each workshop so partici-
pants can interact with each other

-Needs assessment:
The evaluation data gives more insight into the needs
and problems faced by career education project directors
and their staffs. Ironically, this data reveals how
little is actually known about the "real world" problems
faced by career education personnel. Of great benefit
would be a complete needs assessment which carefully
and completely determines the common and unique needs
and problems of this group. This type of study would
help classify and recognize the diversity of problems
and training needs that could be met through further
in-service training.

APPENDIX

The Florida Position & Career Education

1 PROJECT Pro-CESS

Pro-CESS, the Professional Career Educator's Self-Instructional System, is an innovative research and development project coordinated by the Career Education Center of The Florida State University, and funded through a special grant of the Department of Education, Division of Vocational, Technical, and Adult Education. Pro-CESS will make available to all requesting Florida School districts self-instructional materials which can be used during in-service training to transmit to teachers, counselors, and administrators the basic concepts of career education.

A research component has been included which will measure the efficiency and acceptability of such an instructional system with this learner population. Results of the research will assist the State Department of Education to decide if this type of in-service training tool should be used in other content areas.

The first edition, which contains the research component, has been distributed to ten thousand educators around the state. A second edition, which will be systematically revised using the data collected from the first edition, will be available by July 15, 1974.

Information and limited numbers of sample copies of the instructional system entitled, "Career Education: An Introduction" may be obtained by contacting:

Romeo M. Massey, Coordinator
Project Pro-CESS
415 North Monroe Street
    Room 311
Tallahassee, Florida 32301
Telephone: 904—224-8867

2 UPDATE

UPDATE, Florida's Career Education magazine, is a monthly publication of the Career Education Center, Florida State University. Funded under a special grant from the Florida Department of Education, the Division of Vocational, Technical and Adult Education, its purpose is to provide educators and selected individuals who are involved with career education in Florida with an information dissemination and exchange system.

While serving as a link between state and national career educators, it will also establish a permanent record of Florida's career education developments.

Contemporary graphics and art design form the backdrop for sections on the latest developments in career education in the state and around the nation, exchanges of opinion, resources information, and feature articles by leaders in the educational field. It's timely information and lively format have made UPDATE a major support for the overall state effort in establishing and maintaining a comprehensive career education program.

Educators are invited to contribute manuscripts dealing with pertinent educational innovations, and may receive sample copies of UPDATE by writing to:

UPDATE
Mary Anne Kidd, Editor
314 N. Monroe Street
Tallahassee, Florida 32301
Telephone: 904—224-8867

3 LOOM

Project LOOM, (Learner-Oriented Occupational Materials) is a research and development project coordinated through the Department of Industrial Arts, Florida State University, and funded through a special grant by the Florida Department of Education, Division of Vocational, Technical and Adult Education. It has as its objectives to develop and validate materials, methods, implementation patterns, and teacher-oriented materials for an activity-based career education program which can be fused into existing elementary curricula.

LOOM units, developed by practicing elementary teachers and tested in typical classrooms, are written around specific occupations and feature hands-on activities for experiential involvement in work activities, and growth in student self and career awareness. The final products are one hundred and fifty-eight complete, K-8, self-contained units from which teachers can choose those which are most appropriate for infusion into the elementary curriculum at any given time. In addition to student-oriented materials, LOOM provides information and clarification on the role of career education and vocationally oriented materials in the elementary curriculum.

Information concerning LOOM materials and activities may be obtained by contacting:

Ernest G. Berger, Director
Project LOOM
415 North Monroe Street,
    Room 510
Tallahassee, Florida 32301
Telephone: 904-222-4704
                or
        904-224-2038

4 FAIS

5 EGCE

6 VIEW

Project FAIS (The Fusion of Applied and Intellectual Skills) was developed and tested at the P.K. Yonge Laboratory School, College of Education, University of Florida and was funded through a special grant by the Florida Department of Education, Division of Vocational, Technical and Adult Education.

A comprehensive, multimedia, instructional system (K-8) stressing the mastery of career education concepts and critical-thinking skills, the project's objectives were to teach the process of values clarification by developing the student's capacity to form his own set of values within an occupational-choice framework. It offered consultant services to schools interested in developing a supplementary career education program based upon the process of orientation and value clarification.

The instructional materials, published commercially under the title "The Valuing Approach to Career Education," present a multimedia teaching-learning system featuring a Facilitator's Guide and instructional aids such as puppets, filmstrips, audio cassettes, and printed materials.

Additional information concerning Project FAIS may be obtained by contacting:

Dr. Kenneth Eaddy, Bureau Chief
Bureau of Vocational Research
and Evaluation
Division of Vocational, Technical
and Adult Education
Florida Department of Education
Tallahassee, Florida 32304
Telephone: 904—488-3995

The Elementary Guidance and Career Education Project (EGCE) is coordinated through the College of Education of Florida State University, and is funded through a special grant by the Florida Department of Education, Division of Vocational, Technical and Adult Education.

The Elementary Guidance and Career Education Project was designed to develop the guidance component of an elementary school career education program, and to define the role of elementary counselors in implementing such a program.

The project outputs which have been developed are: (1) a theoretical rationale describing a sequential model for career development learning for children K-6 in which developmental objectives, learning activities and outcomes have been specified; (2) a functional description of the elementary counselor's role in implementing such a model; and (3) a program guide entitled "Career Development in the Elementary Counselors and Teachers" suggesting a variety of classroom learning activities which can be performed with elementary age children.

For more information concerning this project contact:

Dr. Ellen Amatea
Room 315
College of Education
Florida State University
Tallahassee, Florida 32306
Telephone: 904—599-2185

Florida VIEW (Vital Information for Education and Work) is funded under a special grant of the Florida Department of Education. Division of Vocational, Technical and Adult Education.

VIEW's primary function is to increase the flow of current careers-oriented information into school districts, thereby making it possible for educators to infuse career information into classroom and counseling functions.

Using a modern aperture card system and printed materials, VIEW provides a means by which students in selected secondary schools become aware of the variety of available careers requiring less than a baccalaureate degree and gives them descriptions of local vocational training programs.

VIEW assists school districts to develop local training descriptions and supplies educational personnel, administrators, and instructors in vocational and academic areas with information regarding current student interest areas.

For further information concerning services provided by Florida VIEW contact:

William Woolley, Coordinator
Florida VIEW Center
at the Panhandle Area
Educational Cooperative
P.O. Drawer 190
Chipley, Florida 32428
Telephone: 904—638-4131

7 CEC

The Career Education Center (CEC) of the College of Education at Florida State University is the coordinating and administrative entity for all career education projects at the university. The Center is a logical response to the multidisciplinary nature of the career education concept and has the obvious advantage of providing a focal point for faculty members from disparate disciplines, having a common interest in career education.

The Career Education Center provides coordination of four major thrusts:

1. *Inservice and preservice training of professional personnel.*
   Working through the State Department of Education, the Center is engaged in planning for a state university, system-wide effort to assist school districts with their inservice and preservice training needs.

2. *Project management and administration.*
   Through the organization and coordination of workshops for project directors, and through the development of management systems and availability of consultants, the Center is attempting to respond to the expressed needs for assistance with project management and administration.

3. *Research and evaluation.*
   The Center for Career Education is participating in and will continue to encourage research and development activities both at the university and district levels.

4. *Identification, assessment, storage and limited distribution* of Career Education instructional materials through the Career Education Curriculum Laboratory.

The Career Education Curriculum Laboratory (CECL), which is funded by a special grant of the Florida Department of Education, Division of Vocational, Technical and Adult Education, has as its major purposes to:

1. Identify, collect, and evaluate career education materials for processing and storage.

2. Assist various agencies and/or individuals in career education materials development.

3. Assist various agencies in the dissemination and diffusion of career education materials.

CECL's Resources and Information Center facilitates the identification and dissemination of career education curriculum information and materials. The Visual Communications Center enables CECL to produce professional quality multi-media materials for statewide distribution.

Further information concerning the Career Education Center or the Career Education Curriculum Laboratory may be obtained by contacting:
Dr. Robert Lathrop, Director
Career Education Center
205 Wildwood Drive
Florida State University
Tallahassee, Florida 32306
Telephone: 904—599-2216

8 PLACEMENT AND FOLLOW-UP

The new Regulations and accompanying legislation related to placement services and follow-up studies in Florida schools are intended to bring together and coordinate existing placement services and follow-up study efforts throughout the state and extend them to all students. In this way, these services will be equalized and maximum information will be provided for local decision-making.

The Guidelines for Placement Services and Follow-Up Studies in Florida were developed in a collaborative effort of representatives from local school districts, as well as professional and governmental agencies. These Guidelines provide definitions, define objectives and outline responsibilities.

The Guidelines have widespread ramifications for career education. The school districts must not only accept the responsibility for training students for careers, they must also see that this training helps students get jobs.

For further information contact.
Commissioner of Education
Department of Education
Tallahassee, Florida 32304

TABLE OF CONTENTS

An Introduction to the Career Education Curriculum Laboratory

Resources and Information Center

Media Services

Update

Pro-CESS

Introduction to the Center for Career Education

1. Classroom Instructional Materials - CIM
    Materials developed for use by educational personnel
    with students. These materials are in unit, module,
    or activity packet format.

2. Curriculum Materials - CM
    Information/resource materials for use in developing
    classroom instructional materials or programs for
    use with students.

3. Instructional Materials - IM
    Materials developed for use with/for educational
    personnel groups. These materials could be in
    workshop, module or program format.

4. Project/Program Materials - P/P
    Materials which provide an overview of the projects/
    programs dealing with Career Education at State and
    National Levels.

5. Professional Materials - PM
    Informational materials and materials for personal
    professional development.

SAMPLE

Title: ___Career Education: What it is and How to do it___   234   accession #
                                                             BK   storage code
Publication Date: ___1972___   P/P   format code
Author: __Hoyt, Kenneth B., E Evans, Rupert N., et al__   2   # of copies
Source: __Olympus Publishing Company__
        __939 Cast 9th South__
        __Salt Lake City, Utah 84105__

Availability of Document

    _____ Material is not available at this time
    __X__ Material is copyrighted
    _____ Material may be duplicated
    __X__ Material may be purchased
                    Single copy cost is: ___$4.00___

Descriptors:

    Grade: Adult
    Audience: Counselor/ Parent/ Teacher/ Administrator
    Format: Book, 190pp./ Evaluation Instruments/ Curriculum Guide/
    Content: Career Guidance Information/ Program Design

Abstract:

A discussion of Career Education according to what it is, why we
need it, how it developed, how to do it, how to get it, and its
potential contribution. A philosophy for Career Education is
presented and emphasis of the need for incorporation within the
context of general education is made. This includes the changes
required in teacher education, school counseling, business and
industry, and family roles. Another area explored is the need for
national leadership in Career Education in terms of policy,
curriculum development, research and evaluation, state and national
funding and legislation. An important selected bibliography on
Career Education is included to supplement the discussion of
Career Education within the overall framework of general education.

ERIC

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

ATTACHMENT #9

Happiness is Career Development
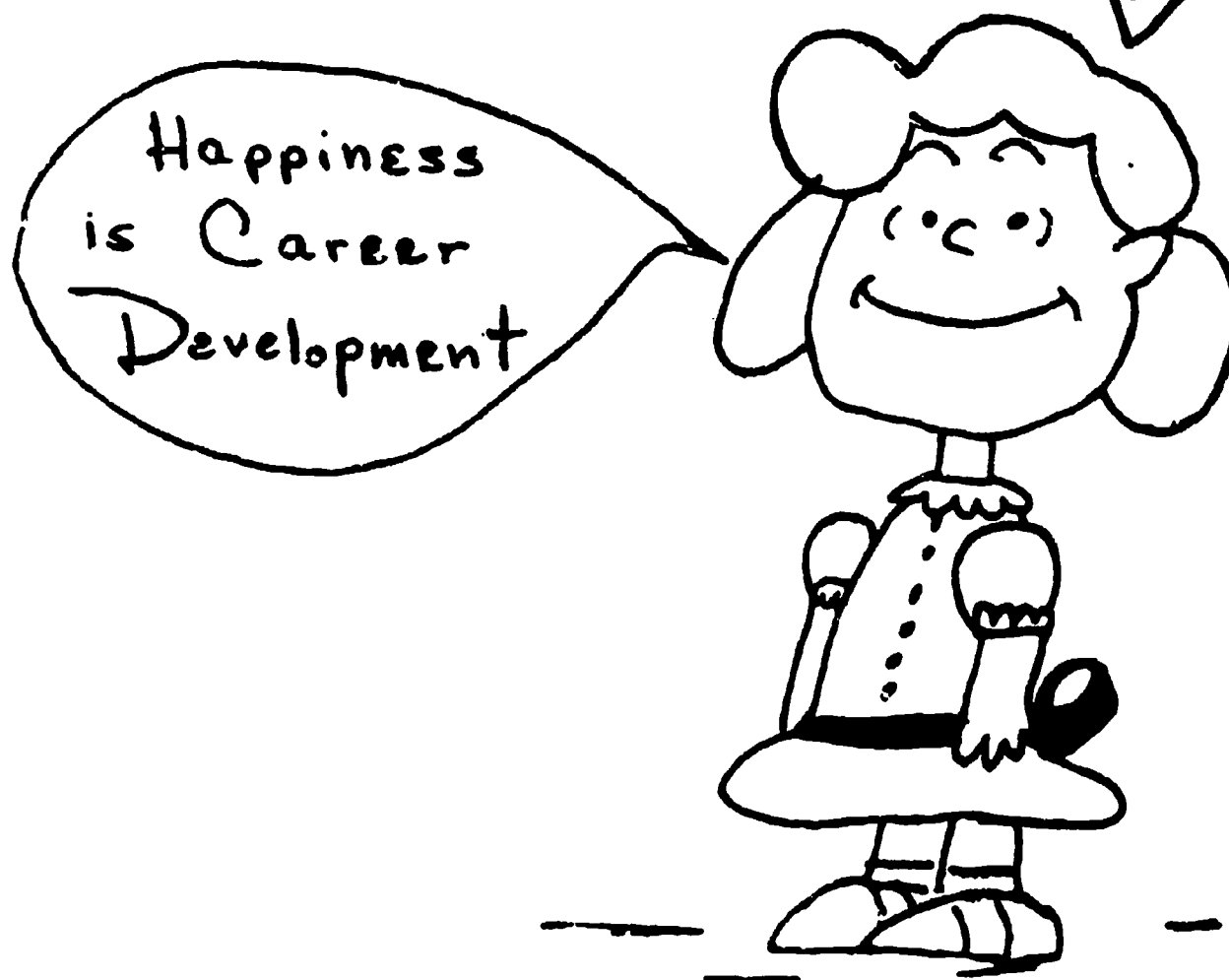
A CAREER DEVELOPMENT WORKSHOP

FOR SECONDARY TEACHERS

April 18, 1974

May 2, 9, 1974

DR. L. LINTON DECK, SUPERINTENDENT

DR. LARRY ZENKE, DEPUTY SUPERINTENDENT
FOR INSTRUCTION

MR. ROBERT GAHN, ASSOCIATE SUPERINTENDENT
FOR VOCATIONAL, TECHNICAL AND ADULT
EDUCATION

MR. ROBERT MEGOW, DIRECTOR
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

A CAREER DEVELOPMENT WORKSHOP

FOR SECONDARY TEACHERS

A. Goal: To develop in the secondary classroom teacher the
            ability to effectively implement and incorporate
            career development concepts within the existing
            curriculum.

B. Objective:

        Each workshop participant will:

        1. identify a given number of basic career education
            concepts and components by completing a question-
            naire.

        2. implement a career unit in the classroom.

C. General Information:

        1. Workshop Dates and Times:

            Session I, April 18, 1974, 8:30 a.m. - 3:00 p.m.
            Session II, May 2, 1974, 3:30 p.m. - 5:30 p.m.
            Session III, May 9, 1974, 3:30 p.m. - 5:30 p.m.

        2. Location:

            All sessions Colonial High School Library

D. Workshop Schedule

                        Session I

        Thursday, April 18, 1974, 8:30 a.m. - 3:00 p.m.

8:30-9:00   "Welcome"
                "Workshop Orientation & Questionnaire"
                Bill Ripley, Inservice Coordinator

9:00-9:30   "Career Education: Steps To Implementation,"
                        16 mm film

9:30-9:50   Break, Coffee & Refreshments

9:50-10:00   "Career Education In Florida: The Official Position
                        Paper," Trish Arredondo, Curriculum Writer

11:30- 1:00   Lunch

 1:00- 1:20   Career Elements - Trish Arredondo

 1:20- 1:35   Classroom Techniques
               Julia Wray, Classroom Teacher
               Carolyn Petty

 1:35- 3:00   Small Groups

               Group I

               1. Carolyn Petty, Group Leader
               2. Mildred Wiggins
               3. Caryl Molthrop
               4. Nancy Hartman
               5. Mr. Ortega
               6. Erna Grosser
               7. Mrs. Woodell
               8. Mrs. Baker
               9. Miss Carrell

               Group II

               1. Jackye Zenzel, Group Leader
               2. Patsy Richardson
               3. Marie Stepter
               4. Celia Bass
               5. Mrs. Howard
               6. Everette Wright

               Group III

               1. Trish Arredondo, Group Leader
               2. Julia Wray
               3. Donna Peral
               4. Mrs. Weise
               5. Barbara Koffman
               6. Christine McCurdy
               7. Dewey Johnson

Unit Planning - Small Groups
(All participants should choose a unit and initiate
planning for implementation. Group leaders will be
available for assistance. All participants should
begin implementing units in their classroom between
Session 1, and Session II.

Session II

Thursday, May 2, 1974, 3:30 - 5:30 p.m.

3:30-5:30   "Small Group Activities"

1. Teacher Demonstration - Ann Willett

2. Discussion and verbal evaluation of Session I.

3. Group interaction - classroom activities im-
   plemented between Session I and Session II.

(All participants should continue implementing
career units in the classroom between Session II
and III)

Session III

Thursday, May 9, 1974, 3:30 - 5:30 p.m.

3:30-5:30   "Small Group Activities"

1. Group interaction - classroom activities im-
   plemented between Session II and III.

2. Continued planning.

3. Discussion and evaluation of Session I and II.

ATTACHMENT #4

Orange County
85

A CAREER DEVELOPMENT WORKSHOP FOR

SELECTED ELEMENTARY TEACHERS

CAREER AWARENESS TODAY

CAREER FULFILLMENT TOMORROW
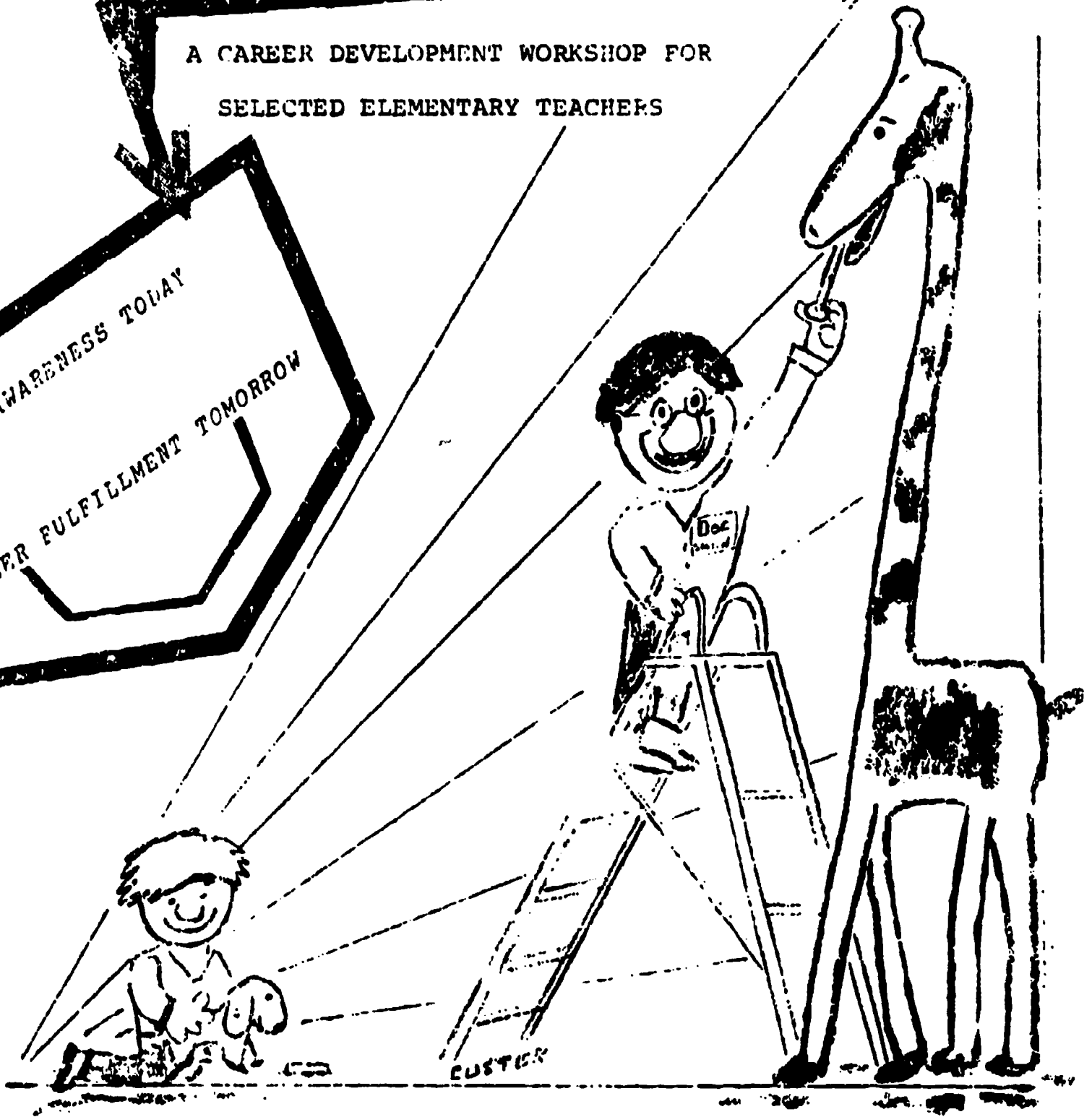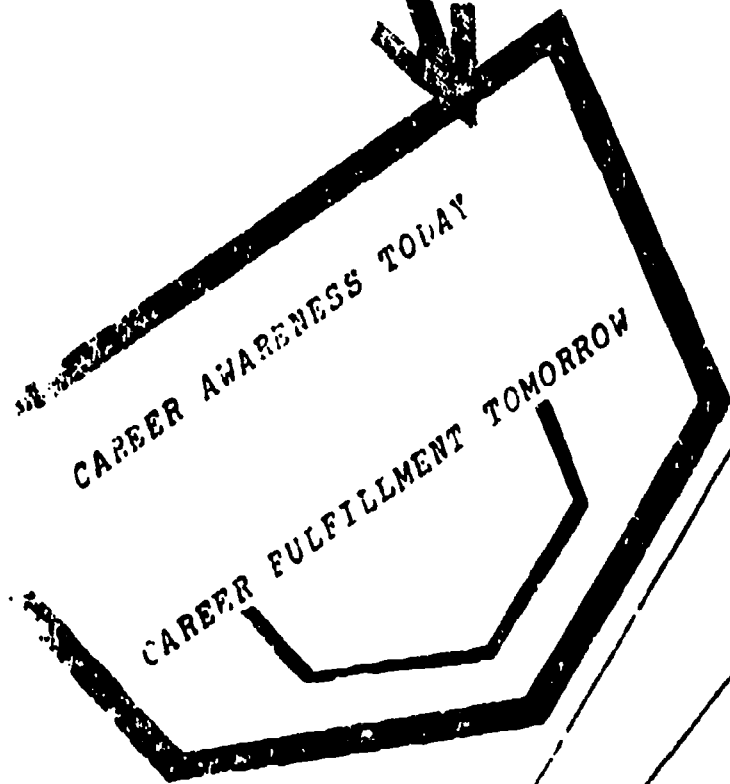
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida   32805

APRIL 23, 30 AND MAY 21, 1974

DR. L. LINTON DECK, SUPERINTENDENT

ORANGE COUNTY SCHOOLS

CAREER DEVELOPMENT PROGRAM

MR. ROBERT MEGOW, DIRECTOR

MR. BILL RIPLEY, OCCUPATIONAL SPECIALIST
AND INSERVICE COORDINATOR

MS. TRISH ARREDONDO, CURRICULUM WRITER

MS. LINDA CHEATUM, CURRICULUM WRITER

MR. DICK RACINE, CAREER CONSULTANT

MR. CUSTER WHITESIDE, MEDIA SPECIALIST

MR. MEL LUCAS, PROJECT EVALUATOR

MS. LAUREL GRUNDISH, CAREER DEVELOPMENT SPECIALIST

A. Goal: To develop in the elementary classroom teacher the
ability to effectively implement and incorporate
career units of work within the existing curriculum.

B. Objectives:

Each workshop participant will

1. identify a given number of basic career education
concepts and components by completing a question-
naire.

2. implement a career unit in the classroom, including
the use of hands-on activities and A.V. equipment.

C. General Information:

1. Workshop hours   3:00 - 6:00

2. Location   Lovell Elementary
School Library
Apopka, Florida

D. Tentative Schedule of Events:

<u>April 23, 1974</u>

3:00 - 3:10	Questionnaire
3:10 - 3:25	"Welcome to Participants" <u>Robert Megow</u>, Director
3:25 - 4:00	Slide Presentation: "Overview of Orange County Career Development Program"
4:00 - 4:15	BREAK
4:15 - 4:30	A.V. Implementation- <u>Custer Whiteside</u>
4:30 - 5:30	Demonstrations: "How to Implement and Integrate

Career Units into Existing
Classroom Structure"-

Jean Fawley, 1st Grade Teacher,
Lovell Elementary School
Connie Rounds, 2nd Grade
Teacher, Zellwood Elementary
School
Bertha McGraw, 4th Grade Teacher,
Wheatley Elementary School

5:30 - 6:00   (1) Form Groups According to
                            Grade Level.
                       (2) View Available Units.
                       (3) Choose Unit to Implement.
                       (4) Plan Implementation. of
                            Unit Selected.
                            (Participants will complete
                            planning individually or
                            in small groups assisted
                            by Laurel Grundish, Career
                            Development Specialist,
                            Lovell Elementary School.)

April 30, 1974

3:00 - 4:00   Selected Field Trips
                       Note: Participants are to
                       report directly to the selected
                       field trips.

4:00 - 4:15   BREAK

4:15 - 4:45   Share Field Trip Experiences

4:45 - 6:00   Hands-on Activity -
                       Dick Racine, Career Consultant,
                       Orange County Career Develop-
                       ment Program

-2-

Retween Session II and Session III, each participant is to begin the selected career unit in his/her classroom.

At Session III each teacher is to submit copies of worksheets or instructions for hands-on activities she/he has prepared to be used with the career unit. These activities will be included in career units in the future.

May 21, 1974

3:00 - 4:00	Individual demonstrations by participants: "High Lights of Career Unit Implemented"
4:00 - 4:15	BREAK
4:15 - 5:15	Continue Demonstrations
5:15 - 6:00	Workshop Evaluation

Orange County
100

ATTACHMENT 5

COMMUNITY MENTAL HEALTH BOARD OF CENTRAL FLORIDA, INC

DISTRICT 11

I. INTRODUCTION

A. This proposal is being submitted at the request of the Orange County School System for a basic seminar in Transactional Analysis and training of trainers for the replication by selected professionals for in-service training programs.

II. GENERAL

A. Transactional Analysis is a basic theory of understanding people, and techniques to improve learning, decision making, communication and understanding oneself and others. The seminar will deal with the structure of the human personality, transactions, communication, time structure, psychological games people play, life plans and basic techniques of using Transactional Analysis in the classroom. The basic text for the seminar will be "Born to Win", Transactional Analysis with Gestalt Experiments, Addison Wesley, 1971. This will be supplemented by papers written by the trainer.

III. PURPOSES

A. To develop professional competency to conduct training groups using the basic design for other members of the school system.

B. To explore with participants the impact of their self-insights and assumptions upon themselves and others.

C. To improve self awareness by understanding the Transactional Analysis personality theory, Parent-Adult-Child.

D. To diagnose and become more aware of the ego states of others and their relationship to behavior.

E. To familiarize the participants with a significant series of Transactional Analysis techniques, especially those which will be used in-service training which they will implement.

IV. DEVELOPMENT OF MODEL FOR THE ORANGE COUNTY SCHOOL SYSTEM

A. I have some information and experience with regard to the objectives and purpose of Transactional Analysis and it's application to school systems. With this information, an excellent in-service training model will be tested.

V. TOPICAL OUTLINE

A. Introduction and Purposes:

1. History of Transactional Analysis.

2. Discussion of Purposes of the Seminar:

a. To stimulate awareness of how personality affects communication patterns.

b. To improve communications.

c. To understand the basic principles of Transactional Analysis.

d. To understand scripts - the "life dramas" people act out.

B. Overview of Transactional Analysis.

1. The theory of Transactional Analysis.

2. Structural Analysis with focus on the concepts of Parent-Adult-Child Ego States.

C. Need for Stimulus and Recognition - Time Structuring.

1. Types of stimulus and recognition.

2. How we structure time.

D. Communications.

1. Complementary Transactions.

2. Crossed Transactions.

3. Hooking.

E. "Life Scripts".

1. The Elements of a Script.

2. The Script Matrix.

F. "The Parent-Adult-Child Ego States".

1. Strengthening Ego State Boundaries.

2. Contamination and Exclusion.

- 3 -

G. Conducting a Transactional Analysis In-service Training Program.

   1. The rationale of the design.

   2. Familiarity with subject matter, content and action learning methodology.

VI. **LENGTH OF PROGRAMMING, SCHEDULING AND FACILITIES**

A. The basic Transactional Analysis Seminar requires approximately four training days and one additional day is needed for the training of trainers aspect. This would be a forty hour seminar.

B. The scheduling can be adjusted to integrate with work requirements of the participants, but each time segment must be one full day (8 hours). The training of trainers day should be scheduled at least seven days after the close of the basic seminar to permit study and lesson plan review and preparation.

C. The facility for the training should be comfortable, preferably a conference room or facility at a location where the participants can detach themselves from their work. This can be discussed with the Orange County School Project Office.

RESUME

DR. KENNETH M. SOWERS

Dr. Kenneth M. Sowers is Executive Director of the Community Mental Health Board of Central Florida, Inc. which position also requires him to be the local director for mental health and alcoholism programs for District 11 (Orange, Osceola and Seminole Count.es). In this position he supervises services and facilities provided, operated and contracted for or supported by the District Board.

Dr. Sowers was formerly President of Florida Espiscopal College, President and Treasurer of Leadership Resources, Inc., a nationwide network of university behavioral and management scientists, psychologists, psycho-therapists and adult educators.

Dr. Sowers is currently Adjunct Professor of Psychology, Rollins College, Winter Park, where he teaches the Graduate Courses in Psychology, particularly the Supervisory Guidance Counseling Practicum.

Dr. Sowers was for fifteen years a Professorial Lecturer at The George Washington University where he taught courses in Behavioral Science, Psychology and Management.

Dr. Sowers has been a psycho-therapist in private practice and is an Advanced Member of the International Transactional Analysis Study Group.

APPLICATION

Orange County
104

ATTACHMENT
6

Career Education Workshop using Communication Skills of TA and Group Dynamics.

A. Rationale: The purpose of this workshop is to provide background information and suggested TA procedures to help counselors assist in implementing a career education program in their schools.

B. Goals:

1. To improve self awareness by understanding the TA personality theory.

2. To explore with participants the impact of their self-insights and assumptions upon themselves and others.

3. To familiarize the participants with a significant series of TA techniques and group dynamics.

4. To acquaint the participants with the components and current implementation of the Orange County Career Development Program on all levels of instruction.

C. General Information:

1. Since the workshop is developmental in nature, participants must attend all six sessions.

2. Two workshops will be held. One will be held on Monday evenings 6:30 P.M. - 9:30 P.M. and the other on Wednesday evenings 6:30 P.M. - 9:30 P.M. at Winter Park Sr. High School.

3. Ten counselors will be selected as the maximum number in each workshop.

4. Selected counselors will be paid according to their normal hourly rate.

5. Books to be used are Born to Win and TA for Kids and will be supplied by Orange County Career Development Program.

6. At the first session both groups will be combined Monday evening since we are planning to have a consultant from the State Department as guest speaker for the evening.

7. Tentative dates will begin the end of January for six consecutive weeks. Definite dates will be selected later.

8. Leadership will be provided by trained guidance counselors and Orange County Career Development Program staff.

   If interested, please fill out the following form, detach and send as directed below.

NAME: _____

ADDRESS: _____ CITY _____ ZIP _____

HOME PHONE: _____

SCHOOL: _____

POSITION: _____

Evening Preferred (Monday or Wednesday)

First Choice _____.

Second Choice _____

   Please return the application by ___December 21, 1973___ by courier
to:

Ida Zucca   Juanita Borysewich
410 Woods Ave.   OR   410 Woods Ave.
Orlando, Fla. 32805   Orlando, Fla. 32805

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM
410 Woods Ave.
Orlando, Florida 32805

PRESENTS

A Career Education Workshop using
Communication Skills of Transactional
Analysis.

LOCATION

WINTER PARK SR. HIGH SCHOOL
2100 Summerfield Road
Winter Park, Florida

January 21, 1974 - March 6, 1974
(Six 3-Hour Weekly Sessions)

DR. L. LINTON DECK, SUPERINTENDENT
ORANGE COUNTY SCHOOLS

DR. LARRY ZENKE, DEPUTY SUPERINTENDENT, DIVISION OF INSTRUCTION
ORANGE COUNTY SCHOOLS

MR. ROBERT GAHN, ASSOCIATE SUPERINTENDENT FOR VOCATIONAL
TECHNICAL & ADULT EDUCATION
ORANGE COUNTY SCHOOLS

MR. RICHARD CHAPMAN, ASSISTANT SUPERINTENDENT
PUPIL PERSONNEL SERVICE
ORANGE COUNTY SCHOOLS

MR. ROGERT MEGOW, DIRECTOR
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

MR. BILL RIPLEY, OCCUPATIONAL SPECIALIST & INSERVICE ·COORDINATOR
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

MRS. IDA ZUCCA, GUIDANCE COORDINATOR
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

MR. RAY ROBISON, COORDINATOR PLACEMENT & FOLLOW-UP
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

MISS ELEANOR JENNINGS, CAREER DEVELOPMENT SPECIALIST SENIOR HIGH
ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

A. Goal: To provide background information in suggested TA procedures to help counselors assist in implementing a career education program in their schools.

B. Objectives:

The trainee will

1. improve self awareness by understanding the TA personality theory.

2. explore the impact of their self-insights and assumptions upon themselves and others.

3. familiarize themselves with a significant series of TA techniques and group dynamics and apply them to career selection.

4. acquaint themselves with the components and current implementation of the Orange County Career Development Program on all levels of instructions.

C. General Information:

1. Workshop Hours:

Monday, January 21 - 5:30 - 8:30 P.M.

Future Meetings:

Monday Sessions	Wednesday Sessions
Feb. 4, 1974 - 6:30-9:30 P.M.	Feb. 6, 1974 - 6:30-9:30 P.M.
" 11 " "	" 13 " "
" 18 " "	" 20 " "
" 25 " "	" 27 " "
Mar. 4 " "	Mar. 6 " "

2. Selected counselors must attend all sessions since the workshop is developmental in nature and salary paid is based on the normal hourly rate of each participant.

3. At each session there will be a sign in sheet. Please initial!

4. Reading assignments will be given by co-leaders in texts provided to you; Born To Win and T A for Kids.

5. All sessions will be held at Winter Park High School, 2100 Summerfield Road, in room 230. Parking will be in lot A at the rear of the building. The only entrance opening will be on Summerfield Rd.; entrance to the building is near this parking lot.

6. Orange County Career Development Program participa.   and
   leaders are Ida Zucca, Ray Robison, Eleanor Jennin, nd
   Custer Whiteside.(Media Specialist)

7. List of Participants and Leaders:

   Monday Group I

   ## Counselor Co-leaders

   Vernon Bengston - School Psychologist
   Winifred Good - Lakeview Jr. Sr. High

   ## Counselor Participants

   David Glaize - Conway Jr. High
   Maxine B. Blackwell - Colonial High School
   Joseph N. Atwater - Cherokee Jr. High
   Emily G. Baldridge - Mid-Florida Technical Institute
   Louise M. Boudreau - Jones High School
   Donald L. Lockwood - Robinswood Jr. High
   Virginia Graham - Glenridge Jr. High
   James Mallory - Walker Jr. High
   Ruth H. Ford - Winter Park High School
   Billy Moffett - Lockhart Jr. High

   Wednesday Group II

   ## Counselor Co-leaders

   Linda Burroughs - Walker Jr. High
   Marie Koblasz- Union Park Jr. High

   ## Counselor Participants

   Curtis Adams - Memorial Jr. High
   Wayne Johnson - Edgewater High
   Jack Bush - Union Park Jr. High
   Naomi J. Noice - Westridge Jr. High
   Roland H. Ball - Mid-Florida Technical Institute
   Mimi McDowell - Oak Ridge High School
   Gary Murray - Wymore
   Elizabeth Ruch - Winter Park Jr. High School
   Pat Spoone - Evans High
   Bruce Broer - Howard Jr. High
   Juanita Borysewich, Supervisor of Secondary Counselors

8. Monday, January 21 - 5:30 P.M. - 8:30 P.M.
   Tentative schedule of events

   5:30 - 5:40 - Introduction of Orange County Career Development
   Program Director, Guests

-3-

5:40 - 8:00 - Mr. Jaye Burke, Counselor
Lindsey Hopkins Education Center
Miami, Florida

T A and The World of Work
8:00 - 8:30 - Introduction of co-leaders for each group
passing out of materials - Books: Born To Win
                                    TA For Kids

E. Monday, February 4, 1974 - 6:30 - 9:30 P.M.

Group I Co-Leaders

Wednesday, February 6, 1974 - 6:30 - 9:30 P.M.

Group II Co-Leaders

Overview of TA structural analysis with focus on the concepts
of Parent-Adult-Child Ego States.

F. Monday, February 11, 1974 - 6:30 - 9:30 P.M.

Group I Co-Leaders

Wednesday, February 13, 1974 - 6:30 - 9:30 P.M.

Group II Co-Leaders

Communications - Skill practice in communications.

G. Monday, February 18, 1974 - 6:30 - 9:30 P.M.

Group I Co-Leaders

Wednesday, February 20, 1974- 6:30 - 9:30 P.M.

Group II Co-Leaders

Time structuring - Need for Recognition.

H Monday, February 25, 1974 - 6:30 - 9:30 P.M.

Group I
Orange County Career Development Program Staff
Ray Robison
Ida Zucca
Eleanor Jennings

Wednesday, February 27,-1974 - 6:30 - 9:30 P.M.

Group II

Orange County Career Development Program Staff
Ray Robison
Ida Zucca
Eleanor Jennings

<u>Career Education in Orange County</u>

Overview of Career Education
Elementary Career Education
Junior High Career Education
Senior High Career Education
Placement and Follow-Up
Radio Skit
Group Dynamics (if time permits)

i. Monday, March 4, 1974 - 6:30 - 9:30 P.M.

Group I Leaders and Orange County Career Development Program
Staff

Wednesday, March 6, 1974 - 6:30 - 9:30 P.M.

Group II Leaders and Orange County Career Development Program
Staff

Application of TA by participants in group discussions.

Evaluation of Workshop.

EVALUATION

ATTACHMENT 8

T.A. WORKSHOP FOR COUNSELORS-March 4 and 6, 1974

1. How do you feel about the amount of time spent on each of the following components?

	OK	NOT OK
Life positions		
Ego states	—	
Transactions	—	
Games	—	
Strokes	—	
Time structuring	—	
	—	

Comments about question number 1.

_____

_____

_____

2.

	OK	NOT OK
Number of sessions		
Length of time per session	—	
Time offered (6:30-9:30)	—.	
	—	

Comments about question number 2.

_____

_____

_____

3.

	OK	NOT OK
Use of two leaders per session		
Presentation by leaders	—	
Career Development Program presentation	—	
Kick off session (Jay Burke)	—	
	—	

Comments about question number 3.

_____

_____

_____

4. Can T.A. be used as a guidance technique? Explain!

_____

_____

_____

5. Briefly define career education.

_____

_____

_____

6. Do you feel that you are able to improve communications with others?

_____

_____

_____

7. Do you feel that you have a better understanding of yourself?

_____

_____

_____

8. What did you like most about the workshop?

_____

_____

_____

9. What did you dislike about the work?

_____

_____

_____

QUAN.	PRICE	TOTAL	TITLE
	6 95		A LAYMAN'S GUIDE TO PSYCHIATRY AND PSYCHOANALYSIS
	3 95		TRANSACTIONAL ANALYSIS IN PSYCHOTHERAPY
	2 95		GROUP TREATMENT (PAPERBACK)
	6.00		GAMES PEOPLE PLAY (HARDBOUND)
	1 45		GAMES PEOPLE PLAY (PAPERBACK)
	2 95		THE STRUCTURE AND DYNAMICS OF ORGANIZATIONS AND GROUPS (PAPERBACK)
	6 95		SEX IN HUMAN LOVING (HARDBOUND)
	1 50		SEX IN HUMAN LOVING (PAPERBACK)
	4 95		THE HAPPY VALLEY
	10 00		WHAT DO YOU SAY AFTER YOU SAY HELLO

CAMPOS, LEONARD AND PAUL McCORMICK, INTRODUCE YOUR MARRIAGE TO TRANSACTIONAL ANALYSIS. 1-9 COPIES $1 50, 10-74 COPIES $1 25, OVER 75 $1 00 @; 50c PSTG. PER 10)

QUAN.	PRICE	TOTAL	TITLE
	5 00		A HANDBOOK OF LISTENING BY FRANKLIN H. ERNST, JR
	3 00		GET ON WITH GETTING WELL AND GET WINNERS BY FRANKLIN H ERNST, JR
	1 10		LEAVING YOUR MARK BY FRANKLIN H ERNST, JR.
	3 50		A GAME DIAGRAM BY FRANKLIN H ERNST, JR.
	1 50		THE GRID FOR THE OK CORRAL (POSTER) BY FRANKLIN H ERNST, JR
	95		GAMES STUDENTS PLAY (AND WHAT TO DO ABOUNT THEM) BY KENNETH ERNST
	3 00		TA FOR KIDS BY ALVIN FREED
	5 95		I'M OK YOU'RE OK BY THOMAS HARRIS
	3 95		BORN TO WIN, TA WITH GESTALT EXPERIMENTS BY MURIEL JAMES & DOROTHY JONGEWARD
	1 00		INSTRUCTOR'S MANUAL TO ACCOMPANY BORN TO WIN
	50		STRUCTURAL ANALYSIS IN PASTORAL COUNSELING BY MURIEL JAMES
	3 95		WINNING WITH PEOPLE BY DOROTHY JONGEWARD & MURIEL JAMES
	27 00		COMPREHENSIVE GROUP PSYCHOTHERAPY BY HAROLD L KAPLAN & BENJAMIN SADDOCK
	1 50		TRANSACTIONAL ANALYSIS AS OBJECTIVE PSYCHOTHERAPY BY ROBERTO KERTESZ
	2 00		GUIDE FOR THE USE OF A LIFE SCRIPT QUESTIONAIRE BY PAUL McCORMICK
	25 00		PROGRESS IN GROUP AND FAMILY THERAPY BY CLIFFORD SAGER & HELEN SINGER KAPLAN
	5 95		ALL MY CHILDREN (HARDBOUND) BY JACQUI SCHIFF
	1 25		ALL MY CHILDREN (PAPERBACK) BY JACQUI SCHIFF
	5 95		GAMES ALCOHOLICS PLAY, THE ANALYSIS OF LIFE SCRIPTS BY CLAUDE STEINER
	90		TRANSACTIONAL GAME ANALYSIS, A REVIEW OF T A LITERATURE 1962-1970 BY E. C. STUNTZ

INTRODUCE YOURSELF TO TA, A PRIMER, BY LEONARD P CAMPOS & PAUL McCORMICK

TA MADE SIMPLE BY CLAUDE STEINER

BOTH PAMPHLETS 1-9 COPIES $1 00 @, 10-99 - $.80 @, OVER 100 $.65 @ PRICE BREAK DOES NOT APPLY ON ORDERS SPLIT BETWEEN PAMPHLETS

QUAN.	PRICE	TOTAL	TITLE
	1 00		ITAA DIRECTORY OF AFFILIATES AND GEOGRAPHICAL LIST OF NAMES
	75		I'M OK YOU'RE OK BUMPER STICKERS

JOURNALS, BULLETINS AND TAPES USE SPECIAL ORDER FORMS WHICH WILL BE SENT ON REQUEST

SUB TOTAL

TAX (CALIFORNIA RESIDENTS ONLY 5%)

POSTAGE 15c PER BOOK (DOES NOT APPLY TO PAMPHLETS AND JOURNALS)

RUSH SERVICE AND POSTAGE $1 00 PER 10 PAMPHLETS/$1 35 PER BOOK

TOTAL ENCLOSED NO CREDIT ACCEPTED WITHOUT A SIGNED PURCHASE ORDER

PLEASE ALLOW THIRTY DAYS DELIVERY

Order from: ITAA
3155 College Avenue
Berkeley, California-94705   ALPHA FILE

These pages were

██████████ MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

pages 114 -116

Circle the appropriate letters to indicate your feeling about each statement:
SA=Strongly Agree; MA=Mildly Agree; MD=Mildly Disagree; SD=Strongly Disagree.

1. Career education is another name for vocational education.   SA MA MD SD

2. Career development concepts should be integrated into all
    academic subjects.

    SA MA MD SD

3. Classroom teachers should be expected to teach career
    education.

    SA MA MD SD

4. Instruction in any subject would be more effective if
    related to career.

    SA MA MD SD

5. Separate courses on career education would be better than
    incorporating career education into existing curriculum.   SA MA MD SD

6. Information on career specifications should be provided
    to students at all educational levels.

    SA MA MD SD

7. The schools are responsible for the values and attitudes
    formed by students.

    SA MA MD SD

8. The schools have sole responsibility for career education.   SA MA MD SD

9. Career education programs are needed in rural schools
    more than in city schools.

    SA MA MD SD

10. Parents will object to a career education program.

    SA MA MD SD

11. The Department of Education should design the career
    education program for Florida.

    SA MA MD SD

12. Career education will be of little value to students
    who are college bound.

    SA MA MD SD

13. Once a student has choosen a career, he no longer
    needs career education.

    SA MA MD SD

14. Career education should do more than provide all students
    with knowledge of the educational programs available to
    him.

    SA MA MD SD

15. Vocational education is already overemphasised in our
    schools.

    SA MA MD SD

16. Career education is a comprehensive K-14 education program.   SA MA MD SD

17. The community resources for developing career education
    are extremely limited.

    SA MA MD SD

18. Both administrative and instructional personnel need in-
    service training to understand the central concepts of
    career education.

    SA MA MD SD

19. The implementation of a career education program will
    change vocational education more than academic in-
    struction.

    SA MA MD SD

20. A successful career education program can be implemented
    by any school system.

    SA MA MD SD

Topic: CONCEPTUALIZING AND DEVELOPING
               A CAREER EDUCATION PROGRAM MODEL
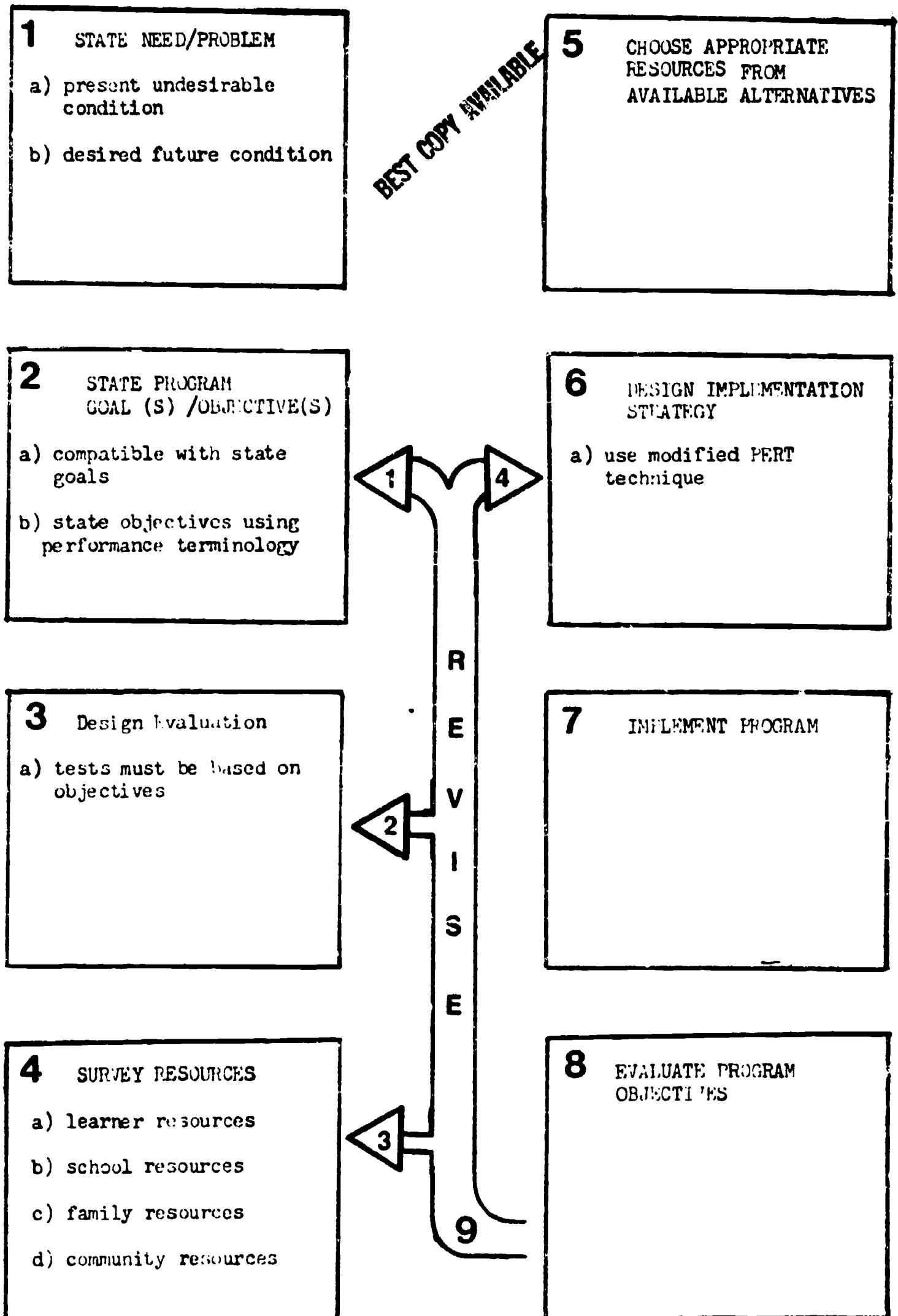
Topic Presenters: Mrs. Myrtle Hunt, Career Education Director, Pinellas County, Fla.
               Mr. Romeo M. Massey, Coordinator, Project Pro-CESS

The following few pages were assembled to assist you in putting down your

experiences, thoughts, perceptions, etc. concerning the "Generalized Career Education

Program Model" which is presented, and which you will be completing.

The model was put together as a composit of the components which usually make

up a systems model. However, it was put together without the benefit of your experi-

ence, so if you feel a change in the model would make it a better tool for describing

what you have done, or what you think you will be doing, or if a change will add to its

predictive capabilities, please change the model in whatever way you feel it will be

most useful.

You may work alone through the outline and then report your work to your group

coordinator, or you may want to work through the outline together with the other

members of your group.

In any case, the objective is to put together the steps which all the members in

your group have gone through, or see themselves going through, in each section of

the model.

1 STATE NEED/PROBLEM

a) present undesirable condition

b) desired future condition

5 CHOOSE APPROPRIATE RESOURCES FROM AVAILABLE ALTERNATIVES

2 STATE PROGRAM GOAL (S) /OBJECTIVE(S)

a) compatible with state goals

b) state objectives using performance terminology

6 DESIGN IMPLEMENTATION STRATEGY

a) use modified PERT technique

3 Design Evaluation

a) tests must be based on objectives

7 IMPLEMENT PROGRAM

4 SURVEY RESOURCES

a) learner resources

b) school resources

c) family resources

d) community resources

8 EVALUATE PROGRAM OBJECTIVES

R E V I S E

1 4

2

3

9

In the space provided, give your answer to the following questions:

   a. What sources of information were used in your district to identify the overall needs/problems which your career education program is trying to meet? (sources such as, Superintendent's office, formal studies of the district, census studies, parent/teacher/educator/political groups, etc.)

   b. How were these needs/priorities ranked in order of priority? Which criteria were used?

   c. Who reviewed the statement of needs/problems in your school district?

   d. Did the attempt to receive support for the career education project start concurrently with the needs/problems assessment?

2 - STATE PROGRAM GOAL (s) AND OBJECTIVE (s)

In the space provided, give the following information:

   a. What is the overall goal (s) for the career education program in your district?

   b. What are the major objectives you have for reaching this (these) goal (s)?

   c. Is the goal (s) compatible with the state goal? How does it differ? (see State Position Paper on Career Education)

   d. Are the objectives stated using performance terminology, and do they meet the criteria stated in pp. 6-7 in "Stating Goals and Objectives For Career Education"?

   e. Did anyone review your goals and objectives before being included in your proposal for funding? If not, who do you think should have reviewed them?

3 - DESIGN EVALUATION

In the space provided, please answer the following questions

   a.   Who prepared the evaluation for your project?

   b.   Is the evaluation based on the objectives that you have stated?

   c.   Who will do the evaluation of your career education project?

   d.   What are the implications for program revision if your evaluation items do not seem to measure the objectives you originally stated, or if the evaluation does not seem to be measuring what you are actually doing?

   e.   Who do you see being involved in the evaluation of your project, other than district school personnel or DOE/VTAE personnel (if any)?

4 - SURVEY RESOURCES

Please complete the following questions concerning your resources survey:

   a.   Who conducted the resources survey in your district? (school personnel, private groups, public groups, etc.)

   b.   Was a formal survey done, if so, how was it conducted; if not, what were the reasons for not conducting a formal survey?

   c.   Did the resources survey take in only those resources to be found in your school district, or was it necessary to go out of the district?

   d.   Did the survey include learner, school, family, and community resources? Were there any specific problems/advantages involved with any of these specific resource areas?

   e.   Is it necessary to update a resources survey, and if so, how and when?

Please detail the following information on choosing resources:

a. What were the criteria you used in choosing to use one resource and not another?

b. What implications does the choosing of resources have on the original statement of goals and objectives for your district's career education project?

6 - DESIGN IMPLEMENTATION STRATEGY

An implementation Strategy would be outlined by "process" objectives and "management support" objectives. (see p. 8 in "Stating Goals And Objectives For Career Education") The implementation strategy for your project involves the coordination of all actions, personnel, and materials needed to accomplish your objectives. Obviously, this is much too complex a subject to be explored here in any but the most general terms. Below, list those groups which you feel were most important to planning and/or implementing your program strategy.

7 - IMPLEMENT PROGRAM

What, if any, have been the major changes which have taken place in your project during the implementation stage? How are the major program areas different, if at all, from what you originally planned?

It would be most enlightening if you could list the two or three most important developments in your project, and note how they changed things.

Although your project may not have reached the stage for program evaluation, please project answers to the following questions:

a. What type of data will you need to evaluate the objectives of your project?

b. Who will be responsible for generating that data?

c. When will the data generation/collection process begin?

d. What levels of school personnel do you see being involved in generating/ collecting this data?

e. At the same time that these individuals-groups of educators are generating/ collecting data for the overall career education project evaluation, how can they evaluate their own efforts on the local school level?

f. Besides educators, who else, if anyone, do you see involved in the evaluatic of your project?

g. Who will put the evaluation data together, and how?

h. Once the evaluation data has been organized and tentative conclusions reached, who, if anyone should/will review these conclusions (other than DOE/VTAE)?

9 - REVISE MODEL

It is a foredrawn conclusion that all the career education projects in the state will learn from their experiences and will want to make certain adaptations to their projects. Who do you see taking part in this process, and what will be their roles?

EVALUATION

Evaluation is a practical activity which provides information useful in making decisions. Information gained from evaluation activities should aid in planning and improving career education programs.

There are four basic kinds of decisions that educators need to make. Planning and structuring decisions must be made before the program is put into operation. This is the INTENDED phase. Implementing and recycling decisions are made during or after the program is operational. This is the ACTUAL phase. These four kinds of decisions also are concerned with two types of data and information. Planning and recycling decisions need PRODUCT data. Structuring and implementing decisions need PROCESS data and information. Products are student behaviors that career education is attempting to develop. Process consists of those components needed to help students reach desired outcomes of career education.

TYPES OF DECISIONS

	Product Data	Process Data
Intended phase	Planning	Structuring
Actual phase	Recycling	Implementing
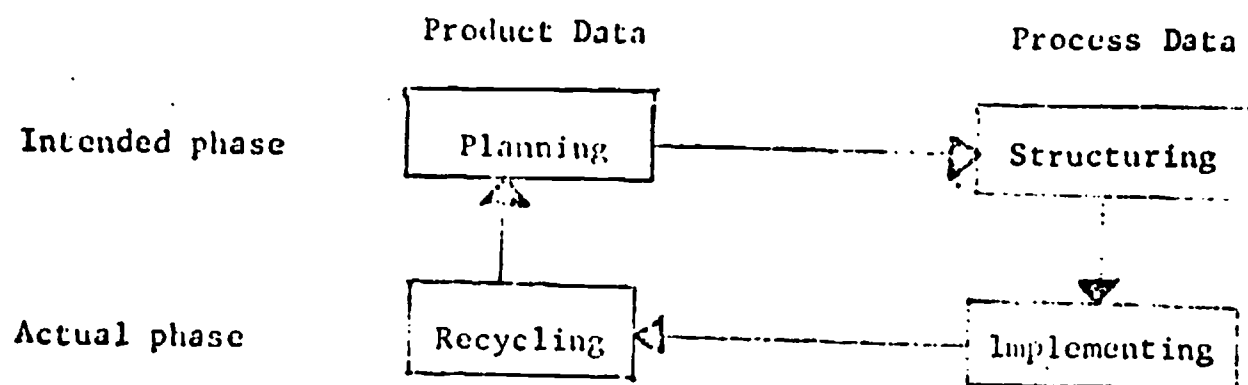
To make these decisions (1) questions must be asked (2) needed

information identified and (3) methods for procuring the information

considered.

TYPES OF QUESTIONS

	Product Data	Process Data
Intended phase	What do we want to accomplish?	What kind of delivery system is needed?
Actual phase	What was the impact?	What did we provide and do?

TYPES OF PROCEDURES

	Product Data	Process Data
Intended phase	Needs assessment: -society needs -local needs -student needs	Needs assessment: -staff needs -resource needs -administrative needs
Actual phase	Outcome data: -formative analysis -summative analysis -side effects	Control data: -process description -staff resource records -quality control

TYPES OF INSTRUMENTS/RESOURCES
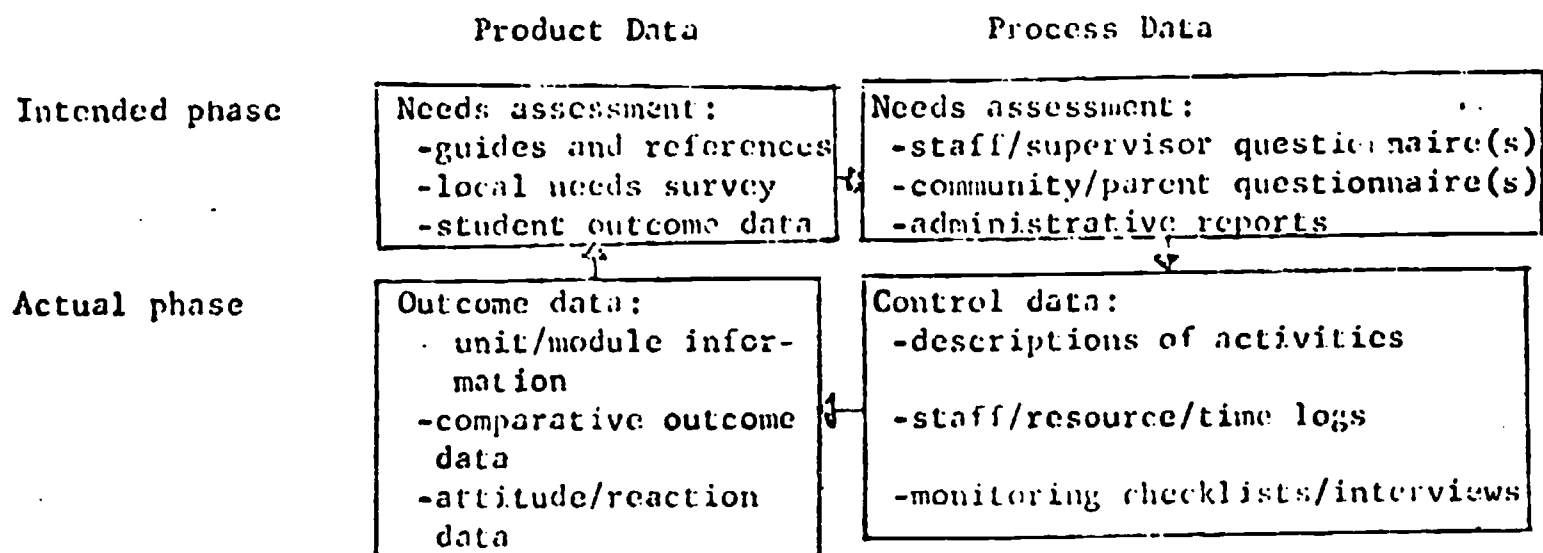
	Product Data	Process Data
Intended phase	Needs assessment: -guides and references -local needs survey -student outcome data	Needs assessment: -staff/supervisor questionnaire(s) -community/parent questionnaire(s) -administrative reports
Actual phase	Outcome data: -unit/module information -comparative outcome data -attitude/reaction data	Control data: -descriptions of activities -staff/resource/time logs -monitoring checklists/interviews

Models for Career Education

by

Romeo M. Massey

ABSTRACT

This essay presents a basic outline on the characteristics of systems models, discusses the characteristics that a career education model should demonstrate, reviews the types of models presently in use or under experimentation and validation in career education around the country, and gives a checklist for constructing a career education program model.

Organizations or individuals wishing to put together a career education program will, in all probability, wish to benefit from the considerable amount of time, talent,and other resources that have already been expended in design efforts. Faced with the task of producing a career education model, Gysbers, et al,[1] say that they ". . . will have three alternatives. They can adopt a model that has already been constructed; secondly, they can modify or combine existing models and derive their own version; or finally, they can construct an original model." Regardless of the alternative that designers choose to follow, Gysbers goes on to say that they will have to follow some criteria as to the characteristics of a good model, and suggests the following:[2]

1. The model is representative of what has been defined as career development.

2. The model is inclusive of all the dimensions that are considered within the definition of career development.

3. The model is adaptable to context variations found in its probable utilization.

4. The model is expressed in a parsimonious manner without loosing sensitivity when applied to specific situations.

5. It is transmittable to others who have varying experimental backgrounds because it can be easily understood, visualized, and explained.

One gross distinction that can be made among the myriad models presently in use is that between "systems" and "non-systems" models.

Many of the models used in career education have adopted, in varying degrees, the "systems approach", if in nothing else, adopting the engineering-related terminology that is commonly used in systems models, such as "input", "output", "feedback", "maintainance", etc. A brief look at "systems", the "systems approach", and "systems models" will assist us in categorizing career education models and their components.

Benathy tells us that, "Systems are assemblages of parts that are designed and built by man into organized wholes for the attainment of specific purposes. The purpose of the system is realized through processes in which interacting components of the system engage in order to produce predetermined outputs. Purpose determines the process required, and process will imply the kind of components that will make up the system. The system receives its purpose, its inputs, its resources, and its constraints from its suprasystem. In order to maintain itself, a system has to produce an output which satisfies the suprasystem. . .

. . . The key criterion by which the effectiveness or adequacy of the performance of a system can be evaluated is how closely the output of the system satisfies the purpose for which it exists."[3]

The systems approach which is referredto so much in educational literature is simply, ". . . the application of the systems view, or systems thinking, to human endeavors."[4] The essential components of this approach are:[5]

1. An insistence upon a clear definition of the purpose of the system, and upon the formulation of performance expectations stated specifically enough to enable the construction of criterion measures that will reveal evidence of the degree to which expected performance has been attained.

2. The examination of the characteristics of the input.

3. The consideration of alternatives and the identification of what has to be done and how, by whom or by what, when and where, so as to ensure that the predetermined performance will be attained.

4. The implementation of the system and the testing of its output for the purposes of measuring the degree to which performance expectations are being met and assessing the efficiency of systems operations.

5. The identification and implementation of any adjustments needed in order to ensure the attainment of the purpose and optimize system output and system economy.

A systems model for career education then, would:

1. Formulate specific learning objectives, clearly stating whatever the learner is expected to be able to do, know, and feel as an outcome of his learning experiences.

2. Develop tests to measure the degree to which the learner has attained the objectives.

3. Examine the input characteristics and capabilities of the learners.

4. Identify whatever has to be learned so that the learner will be able to perform as expected.

5. Consider alternatives from which to select learning content, learning experiences, components, and resources needed to achieve the stated objectives.

6. Install the system and collect information from the findings of performance testing and systems evaluation.

7. Regulate the system. The feedback from testing and evaluation will serve as a basis upon which the system will be changed by design - in order to ensure everimproving learning achievement and optimum systems economy.

The degree to which any given career education model will conform to the "ideal systems model" varies widely. Some career education models have only superficially adopted the systems approach, using "systems" terminology, but little else. Other career education models are clearly systems models, but lack a detailed plan for implementing the model in such a way as to preserve the systematic approach to curriculum development. Many models use the systems methodology for stating objectives, thereby guaranteeing the "accountability" of all components of the system. The most complete systems models will be found in the comprehensive career education models, where the engineering approach is carried into the implementation of all components

of the model. An example of a "Systems Model For Guidance Program Development and Evaluation" has been included in Appendix - A

There is no scarcity of career education models to select from, adapt, or to use as a backdrop for an original model. Gysbers, et al,[6] have categorized several different perspectives from which career education models may be viewed:

Career Development Product

Some of the models are directed toward developing individuals who can be characterized as having and exhibiting certain valued behaviors. Such models project and speculate on what these valued human behaviors are and then proceed to try to develop them. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career identity" (California, 1971). Other models rely on the generalized concept of vocational maturity that has been extracted from theories of vocational development (Bottoms, 1969; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and vocational maturity emphasize a developing or forming product. Gysbers and Moore (1971) conceptualized the "career conscious individual" as a formative product as well as an adult outcome.

Basic Components

The basic components used in models often reflect the in-
terests of the builders. Model builders with vocational education
backgrounds and interests tend to emphasize the world of work
and career preparation;   likewise, builders with guidance
and counseling learnings frequently stress self knowledge and
career planning. Regardless of their genesis, all models provide
for self knowledge in some fashion. It is the amount of attention
devoted to the world of work aspects that seems to be most varied.

Developmental Process

The developmental learning process is approached from
one of two basic view points. The most common and most easily
conceived approach assigns a single component and type of learning
experience to a grade grouping (Bottoms, 1969; Bailey, 1970).
This approach implies a 1, 2, 3, 4 step sequence. This is an
attractive procedure because it is concise and easily understood.
The second basic approach emphasizes differing levels of functioning
or learning and stresses continual development K-A (Wisconsin,
1971; California, 1971; Gysbers-Moore, 1971). In these models some
elements of all general content components are continually being
taught in a sequential manner. While more sensitive to interactive
effects and potentially more comprehensive, this approach can be
more complex and hence may require greater time and more effort

to design.

Comprehensive Program Models

Most career development models provide only a framework for adaptation, especially when selecting program activities to achieve objectives. There are some models that are exemplary of all aspects of a career development program. These comprehensive program models are unified systems of activities specificed to achieve commonly stipulated career development goals. While there are some means of adaptation, there tends to be a commitment to a definite process-outcome matching and hence a relatively standardized program of activities. For example, The New Jersey Model for Career Development Education provides the major elements for career development and accompanies these elements with such specified project activities as Technology for Children and Introduction to Vocations Program. The Comprehensive Career Education Model (CCEM), currently under development to implement a total school-based system, represents an extensive effort toward a comprehensive approach which will produce an operational prototype by the end of 1973 and a completely validated system for installation by the end of 1979.

Objectives-based Approach

Model builders have used an objectives-based approach to derive and implement their models. Behavioral terminology is used in most of the models to specify pupil outcomes. This approach allows for evaluation procedures to be easily incorporated.

Accountability is an important feature in the development of certain

models (California, 1971; Herr, 1971; Gysbers-Moore, 1971).

Besides the perspectives just mentioned, a common way of

viewing career education models is from the viewpoint of their

institutional, or societal base. Four models of this type are:

(1)the comprehensive career education model - the school-based

model; (2)the employer-based model; (3)the home-based model;

and (4)the residential-based model.

School-based Model

Goldhammer and Taylor[7] tell us that,

". . . The U. S. Office of Education has designated the Center

for Vocational and Technical Education, located at the Ohio

State University, as the prime contractor to develop, test,

and install the school-based Comprehensive Career Education

Model. . .

. . . The object of the model is to develop and test a career

education system (K-12) in these districts which will help

students develop (1) a comprehensive awareness of career

options; (2) a concept of self which is in keeping with a

work-oriented society and includes positive attitudes

about work, school, and society, and a sense of satisfac-

tion resulting from successful experience in these areas;

(3) personal characteristics, such as self-respect, ini-

tiative, and resourcefulness; (4) a realistic understanding

of the relationships between the world of work and educa-

tion which assist individuals in becoming contributing

members of society; and (5) the ability to enter employ-

ment in a selected occupational area and/or to go on for

further education.

This model is characterized by its scope (six school districts,

3,900 teachers, 83,900 students) and its thoroughgoing engineering

approach which requires validation of the entire model.[8]

Sidney P. Marland, Jr., says that the essential element in this

model is the:[9]

". . . coordination among the various grade levels and the

establishment of practical relationships with those outside

the school who strongly influence the student's choice of

a career. Parents and counselors play a crucial role in

guiding young people toward a career by encouraging them

to set their own values and make their own decisions, not

to have values and decisions imposed upon them. For this

reason the school-based model should be combined with adult

education efforts, especially among our more educationally
disadvantaged population."

A school-based career education model does not have to be "com-
prehensive " in the sense that it demonstrates a multiple and continuous
element concept of career development. Herr[10] describes a "step"
school-based model as follows:

"In the early grades Career Education means that the vital

academic program is expanded to make children aware of

the many fields of endeavor open to them in the coming years.

In junior high school, Career Education encourages students

to explore in some depth two, three, or more broad career

clusters. . . By senior high each student should have made

a tentative career selection and begun appropriate training."

Swanson gives us the following list of characteristics which all
school-based models should have:[11]

"Transcending the entire career development emphasis is

the important role of decision making for career choice.

. . . Another essential element of the school-based model is

the need to integrate career education into the entire school

curriculum, into science, reading, mathematics, and into

every subject of the school.

. . . A third essential element is the adoption of some

orderly system for comprehending the enormous number
of occupations which may be examined in the process of
accepting, rejecting, or otherwise considering an occu-
pational choice.

. . . A fourth essential element . . . is instruction for
occupational proficiency to the job-entry level.

. . . As important, and as essential as any characteristic
of career education is its important linkage with the com-
munity. . .

. . . The other essential and unique elements of school-
based Career Education . . . (are) . . . applicability
to all students and the obligation of the school to engage
in placement and follow-up activities."

Employer-Based Model

Herr tells us that[12] "Operated by a consortium of public and
private employers, the model program will use employer know-how
and, where appropriate, employer facilities. It will provide both
academic and job-related preparation. Students will graduate from
the employer-based program with credentials at least equal to those
offered by their high school, or they will return to their high school
with full credit for the work completed."

In Sidney J. Marland's opinion,[13] this model would be a
sound educational program which, ". . . would combine general educa-

tion, vocational training, and work experiences carefully selected for
their career development possibilities."

According to Goldhammer and Taylor,[14] "It will emphasize edu-
cational experiences that take place in a variety of settings such as
laboratories, production lines, parks, museums, hospitals and con-
struction sites. The aim is to make the community a classroom. . .
The goals of the employer-based model are (1) to provide an __alternative__
educational program for students, aged 13-18, in an employer-based
setting; (2) to unify the positive elements of academic, general, and
vocational curricula into a comprehensive career education program;
(3) to increase the relevance of education to the world of work; and
(4) to broaden the base of community participation, particularly by
involving public and private employers more directly and significantly
in education."

Home-Community Based Model

Commissioner Marland described this career education model as:[15]

"supportive of the first two, is a plan to use the home and

community institutions as career education centers. Our

purpose would be to reach and teach individuals with limited

basic knowledge . . . whose restricted personal skills hold them back

from job opportunities or job advancement. By combining

effective adult education with vocational education we can

open career opportunities to millions of adults who pre-

sently have little or no hope of advancement.

Women are a special target for this career education approach."

Herr agrees that this model would be[16] ". . . designed to enhance the employability of out-of-school adults. . ." and adds that, ". . .this approach will use radio and T. V. programs to encourage people to use the career preparation services available in their own communities."

Goldhammer and Taylor summarize the purposes of the home-based model for us as being:[17]

1. to develop educational delivery systems into the home and the community.

2. to provide new career education programs for adults.

3. to establish a guidance and career placement system to assist individuals in occupational and related life roles.

4. to develop more competent workers.

5. to enhance the quality of the home as a learning center.

Residential-Based Model

The least discussed, but by no means the least ambitious model for career education is patterned on a residential model. It is primarily meant for[18] ". . . disadvantaged families living in rural areas with few career opportunities. . . and aims to give them . . . the opportunity to move temporarily to a training center where every member of the family can learn new skills for employment, homemaking or further study."

"Program components in the residential-based model will include education, family life and community services, economic development services, and research and evaluation activities."[19]

In addition to the Career Education models which we have just discussed, we can categorize Career Education models according to the relationship that the careers curriculum will have to the remainder of the educational structure. For purposes of the present discussion, we can deliniate three such relationships which imply models for career education which are:

1. The Adjunct Model

Some educational systems view career education as a part-time, add-on component of their present educational program. In this sense, career education is viewed as an adjunct to an on-going program. This model of career education would be most concerned with preserving the on-going program to the greatest degree possible. The need for new directions in the curriculum are not viewed as being critical enough to make major modifications in the existing system. Career Education, in this model, would be compartmentalized and would function as a separate segment of the curriculum. A common practice in this model would be to have a specific time for learners to explore careers, such as career days, or, career "hours" at sometime during the day.

Although career education projects which have utilized this model have reported satisfactory results, program designers using this model must be careful to specify exactly what the consequences might be in

eliminating major career education concepts/components (as discussed
in Section Three) in order to preserve existing educational practices.
Although an accommodation between theory and practice is generally
required to meet the exigencies of a real situation, and decision must
be based upon clearly identified alternatives and probable resulting
consequences.

Designers wishing to use the "adjunct model" will have to take
particular care that the needs they wish to address, the definitions for
key terms, the concepts, and the goals and objectives all form a single
congruent whole with the implementation model.

2.   The Supplementary Model

In the supplementary model, unlike the adjunct model, career
education plays a central role in many aspects of the on-going or planned
curriculum. In this model the school district or the individual school
will add a career education component to various areas of the on-going
program, without completely restructuring the entire educational system.
This model is a middle position between the adjunct model and the com-
pletely integrated or comprehensive model. In this model one would
be able to identify many, if not all, of the career education concepts/
components discussed in Section Three.

The Integrated/Comprehensive Model

In the Integrated, or Comprehensive Model, the career development of the learners is the framework for all educational activities. This would, in most cases, imply a major restructuring of the educational system. Comprehensive models of this sort have been implemented in several cities and data from these projects will be forthcoming.

The relationship of career education to the educational system in the foregoing models can be represented as follows:

The Adjunct Model

The Supplementary Model

CAREER EDUCATION

&

MOST EDUCATIONAL
ACTIVITIES

The Integrated/Comprehensive Model

CAREER

ALL
EDUCATIONAL
ACTIVITIES
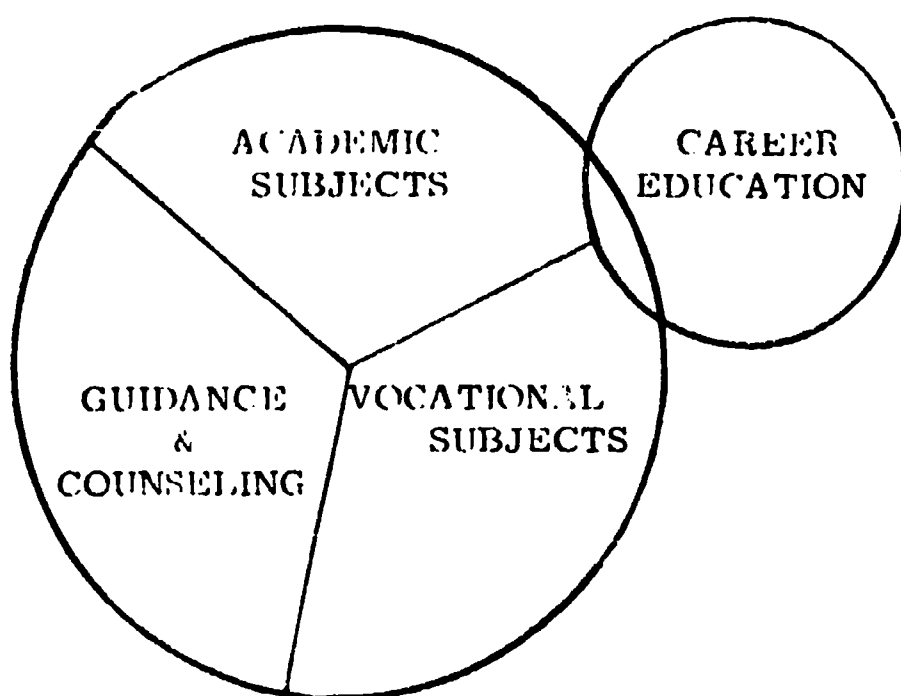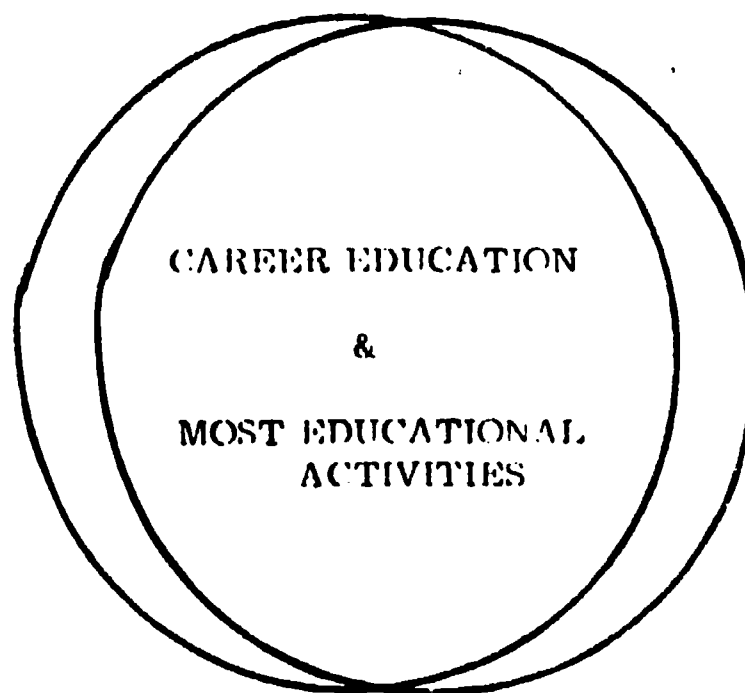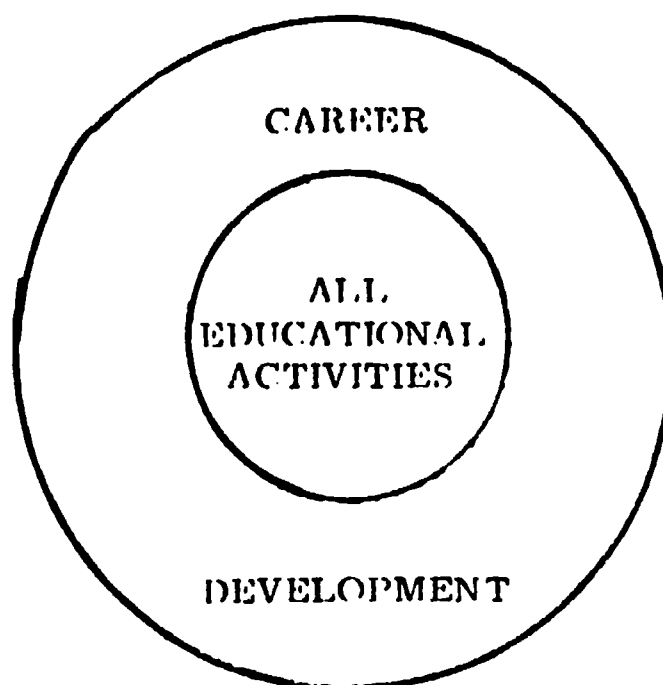
DEVELOPMENT

One final way of viewing career education models is from the designer's definition of the career development process.

As the reader will have surmissed by this point, many of the models discussed in this section have certain interchangeable aspects and are not mutually exclusive. The major point to be underscored here is that whatever permutations can be derived from these basic types of models, all models must be consistent with the needs, terms, concepts, goals, and objectives which complete the design.

Once the individual or organization has chosen, adapted, or designed a model, Gysbers, et al, suggest that they use the following checklist to review their work.[20]

Model Construction Checklist

1. Define career education. . . career development. . . career guidance.

    Is career education considered education in total?

    Is career education considered vocational education?

    Is career education defined as career guidance, counseling, and placement?

2. Describe your product and/or outcome.

    Can you list specific characteristics?

    Can you identify outcomes in assessable terms?

3. Determine the major components of basic dimensions.

Is each component equal in amount?

Are they expressed in a parallel fashion?

Are there interrelationships? How is this conveyed?

Are the components mutually exclusive? Could some be collapsed and still maintain the desired emphasis?

4. Analyze the developmental patterns.

Is there a preferred sequence?

Are basic dimensions related to specific developmental levels?

Are there conceptual levels of learning?

Is there a content emphasis by grade level?

Are there formative goals at age levels?

5. Establish the goals/developmental objectives in each domain (component area).

Are the goals based on needs assessments?

Did you cover all aspects of each domain?

Are the developmental objectives appropriate to the age level assigned?

Are the goals equal and parallel?

Are the developmental objectives stated in appropriate terminology?

6. Construct performance objectives for goals.

Is there agreement on the procedure for writing perfor-

mance objectives?

Are the performance objectives written in behavioral

terminology?

Do they specify the desired outcome?

How many performance objectives are needed to assure

goal attainment?

How can th.s problem be conveyed?

7. Provide examples of activities used to achieve the objectives.

How many activities are needed to assure the stated level

of performance?

How can this problem be conveyed?

Have activities both inside and outside of the school been

identified?

Have you reviewed available resources in light of proposed

activities?

Do the activities provide opportunity for achieving the

performance objectives?

8. Selected outcome measures.

Have you identified measures which differ from activities?

Does the outcome measure accurately assess the perfor-

mance objective?

9. Consider situation, population, outcome, and process

variables at the local level.

Have you considered local situation and population variables

in developing specific performance objectives?

Have you considered available personnel and other

resources in identifying local process objectives and

strategies?

Footnotes

1. Norman C. Gysbers, et. al., <u>Career Guidance, Counseling and Placement Project Program Content and Operation Manual</u> (Columbia, College of Education, University of Missouri, January 10-13, 1972), p.113.

2. Gysbers, et. al., op. & crit., p. 178.

3. Bela II. Banathy, Instructional Systems, (Belmont, California, Fearon Publishers/Lear Siegler, Inc., 1968), pp. 12-13.

4. Banathy, op., & crit., p.13.

5. Ibid., p22.

6. Gysbers, et.al., op. & crit., pp. 145-147.

7. Keith Goldhammer and Robert E. Taylor, <u>Career Education: Perspective and Promise,</u> (Columus, Ohio, Charles E. Merrill Publishing Co., 1972), pp. 7-10.

8. Goldhammer and Taylor, Op. & crit., pp. 7-8.

9. Sidney P. Marland Jr., Career Education: Mor Than a Name, In Goldhammer and Taylor, op., & crit., p. 49.

10. Edwin L. Herr, Review and Systhesis of Foundations for Career Education, (ERIC Clearing House on Vocational and Technical Education, Information Sources, #61, March, 1972), VT 014-805, p. 8.

11. Gordon 1. Swanson, Career Education, in Goldhammer and Taylor, op, & crit., p. 112.

12. Herr, op. & crit., pp. 1-3.

13. Marland, in Goldhammer and Taylor, op. & crit., p. 49.

14. Goldhammer and Taylor, op. & crit., pp. 8-9.

15. Marland, in Goldhammer and Taylor, op. & crit., p. 48.

16. Herr, op. & crit., p. 3.

17. Goldhammer and Taylor, op., crit., p. 9.

18. Herr, op. & crit., p. 9.

19. Goldhammer and Taylor, op. & crit., p. 9.

20. Gysbers, et. al., op. & crit., 179.

Stating Goals and Objectives for Career Education

by

Romeo M. Massey

ABSTRACT

This essay discusses and contrasts the concepts "goal" and "objective". It describes the various conceptual levels at which career education goals and objectives may be stated, defines "product objectives, process objectives, and management support objectives" and gives a conceptual model for career education purpose statements. Finally, it advances criteria which may be used by districts and local educational groups in selecting and writing career education goals.

Before making a statement of goals, an individual or group must consider two major questions involved in making such a statement: first, what is a goal?; and second, how are we to choose our goals? The first question is one of definition, while the second concerns criteria. An answer to the first question will help the individual or group decide on the terminology, scope, and format to be used; an answer to the second question will help them choose among the myriad of possible goals statements which could be made.

Goals Statement - Terminology, Scope, and Format

When one surveys the literature on career education looking for agreement on the definition and usage of the term "goal", one gathers the impression of a maze of overlapping and conflicting interpretations of the terms. From author to author, and quite often in the same book or article, "goal", "purpose", "end", "objective", "aim", and "target" are used interchangeably, in different contexts, and across widely different formats. This is to be expected, considering the relative newness of career education as a distinct educational movement, the number of different personal and agency perspectives involved, and the dynamic nature of career education.

However, the present confusing situation isn't limited just to career education, or even to education in general. Bertram M. Gross sees the situation as a widespread phenomenon afflicting all those who must attempt to define "goals".[1] According to Gross, the key concept

linking all these terms together is "purposefulness", which means that an individual or an organization ". . . is to some extent committed to action that may bring about a desired future situation."[2]

"Purpose statements" are bound together in a means/end relationship. The "means" is the purpose statement which, in terms of the specificity of information of a similar content, is ranked just before a more general purpose statement, which is the "end". This "end" may, in turn, become a "means" for another more general (but related) purpose statement. Purpose statements, then, may be ordered on a continuum of specificity, and may serve as both means and ends, depending on which point on the continuum one is involved in using.[3]

For the purposes of our discussion, we may define our continuum of purpose statements as having the components illustrated in the following diagram:

Continuum of Career Education Purpose Statements

Overall purpose goal

Instructional objectives

Instructional goals

Least specific   **Most specific**
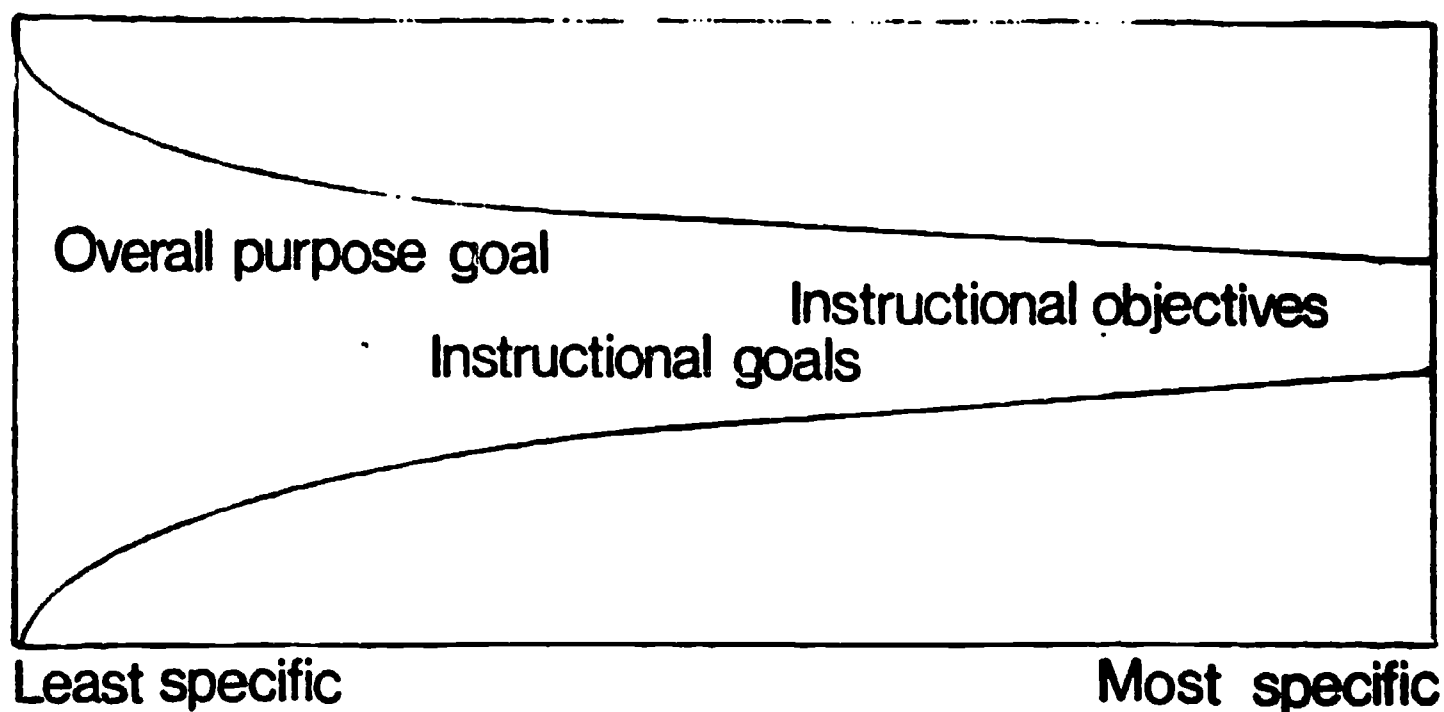
Now that we have placed our concepts into perspective, let us

begin approaching more operational definitions for our terms.

In considering goals for public education in Texas, the subcommittee

on goals stated that a "Goal means a universal, continuing purpose."[4]

Miller, et al, defined the term as ". . . a universal, continuing

purpose that provides a broad direction through time. It is general

to a wide area of human endeavor and the range of individuals, groups

and organizations operating within that area. Generally, the uncer-

tainties, risks and difficulty associated with its attainment cannot be defined beyond the issue or problem level. A goal is suggestive of a range or set of corresponding alternative objectives."[5]

The State Department of Education in Florida has stated that, "Goals represent a conceptual framework. Goals have no priorities. Objectives have priorities as assignable to performance. Objectives follow logically from goals."[6] Goals, they say,

1. ". . . should reflect the philosophy of education entertained by the state system.

2. ". . . are 'least changing' but not unchangeable - they require change mechanisms.

3. ". . . do not describe curricular areas or offerings."

4. and, ". . . both goals and objectives can be established without respect to current status."[7]

In summary, the Florida Department of Education states that educational goals demonstrate the following characteristics:

1. Goals are statements of ultimate desired outcomes. They specify conditions for the population in general.

2. Goals are timeless, in the sense that no time is specified by which the goals must be reached.

3. Goals do not specify criteria for achievement, but provide a direction for system improvement.

4. Goals are not permanent. Feedback from the entire evaluation/decision-making process is used to assess the progress

in the direction supplied by the goals, and goals may be modified whenever necessary or desirable.

5. Goals are of equal importance.

6. Goals are stated broadly enough to be accepted at any level of the educational enterprise: state, district, or local school. They thus represent the framework upon which the education enterprise depends. [8]

Given the foregoing, we may define our terms as follows:

An overall purpose goal, the most general purpose statement on our continuum, is all-inclusive of any commitments to desired future outcomes of career education in Florida, and is stated to provide direction for the generation of sub-goals, which we will call instructional goals.

Instructional goals are general purpose statements concerning learner behaviors in specific areas of career education in Florida. Instructional goals are more specific than the overall purpose goal, but more general than instructional objectives.

Instructional objectives are defined in terms of learner outcomes or behaviors. These objectives may vary as to specificity, according to the scope of educational treatments which they encompass, but will all specify not only what the learner will do, but the conditions under which the learner will perform the task, and the degree of expertise which the learner will demonstrate. Instructional objectives may be arranged along a continuum, or hierarchy of specificity, interrelated

by a means/end relationship.

The above definition of "objective" is a blend of the now standard method for stating instructional objectives popularized by Robert Mager,[9] and supporting statements in related educational literature.

The Governor's Committee on Public School Education in Texas stated simply, that an ". . . objective means a target with temporal limitations and definable parameters."[10]

In a "Manager's Guide to Objectives" Miller, et al, support this view when they define an objective as, ". . . a target for action or change having temporal limitations and definable parameters. It may be general or specific, but in either instance, the input and preformance requirements for its achievement can be specified with some degree of certainty. Its achievement advances the individual, group and/or organization towards a corresponding goal.

An integrated, time-phased hierarchy of goals and objectives that reflect the multi-level setting of an organization constitutes its master plan for action or change."[11]

In a setting as highly diversified as the conglomeration or organizations, groups, and individuals which are involved with career education in Florida, the best way to approach setting objectives, once the goals have been defined, is to include as many divergent opinions as possible. "A management perspective for objective-setting based on a philosophy of participative management is more likely to yield objectives that are consistent with the significant aspects of the larger environment."[12]

The California Personnel and Guidance Association would support

this strategy for developing objectives from goals. "An objective",

they say, ". . . has no inherent meaning; it derives its meaning from a

specific situation, the target population, and the outcome and process

defined within a real life educational program."[13] Continuing, they say

that, "In planning a total career development program, decisions must

be made as to the grade level at which each concept is to be introduced,

and which of the sub-goals of that concept (read "objectives" instead of

"sub-goals" -- RMM) would be applicable. This approach will result

in statements of objectives that are appropriate and developmental. It

is not possible to develop a set of objectives which would be applicable

in a variety of settings, as the objectives must relate directly to the

variables within a specific setting. Therefore, despite the fact that

there are example objectives. . .in many other published and unpub-

lished documents, There is no way for a s hool staff to avoid developing

their own objectives. . ."[14]

In the official position paper of the Florida Department of Education

entitled, "Career Education In Florida", the link between the broad state

goals for career education which are stated in the paper and the further

development of those goals into objectives is clearly outlined:

"From the state goal, appropriate persons in each classroom,

educational program, institution, and community in the state should

establish objectives to meet specific learner and community needs.

These include instructional objectives, both process and product, and management support objectives."[15]

A <u>product</u> objective is one which specifies learner outcomes in terms of learner performance after going through an instructional sequence. A <u>process</u> objective is one which specifies the process(es) which the learner goes through; i.e., it is a statement of instructional experiences. The process objective focuses on the functioning of the educational system. <u>Management support objectives</u> are those which provide the systematic apparatus necessary to support the product and process objectives. They are statements of the changes in the educational system which must accompany the implementation of new instructional objectives, and as such, are derived directly from the instructional objectives, both product and process objectives. Management support objectives should be phased along a time line which provides the necessary systemic support for the implementation and maintainance of an educational program.

We may now summarize our discussion of goals and objectives, their levels of specificity, and the types of objectives which commonly accompany the development of career education goals and objectives in the following model:

SUGGESTED MODEL FOR CAREER EDUCATION GOALS AND

OBJECTIVES -SOURCES AND SPECIFICITY

| DEPARTMENT OF EDUCATION | DISTRICT/LOCAL EDUCATIONAL AGENCIES |

Least specific   Most specific
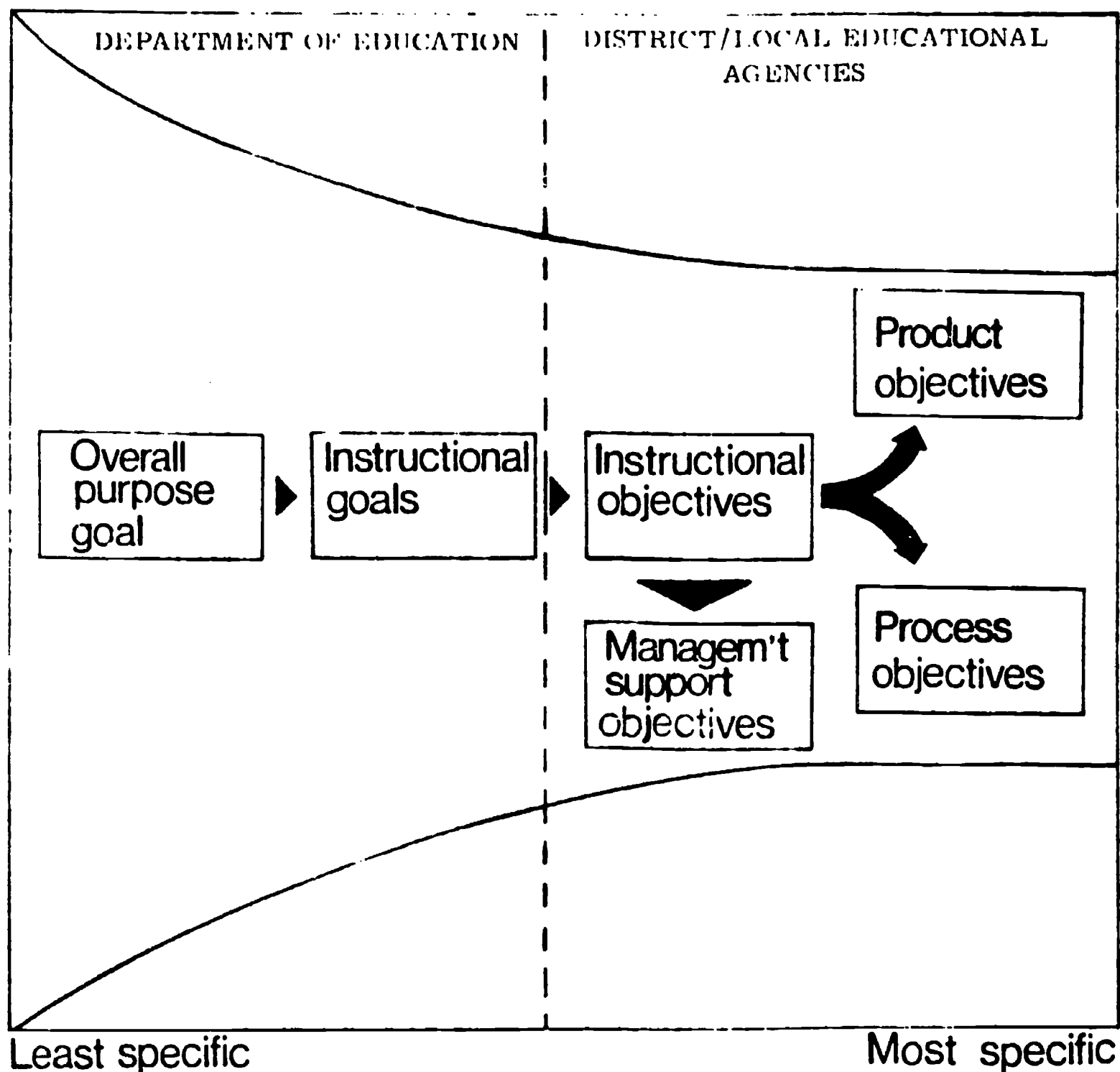
CONTINUUM OF CAREER EDUCATION PURPOSE STATEMENTS

This model illustrates that: **BEST COPY AVAILABLE**

1. The Department of Education is the source for the "Overall Purpose Goal" and the "Instructional Goals" for Career Education, while the objectives (instructional, product/process, management support) will be developed by district and local educational groups.

2. The overall purpose goal is the source for the instructional goals, which in turn serve as the sources for the instructional objectives, which act as the sources for the product objectives, the process objectives, and the management support objectives.

3. The least specific (most general) purpose statement of the continuum of specificity is the overall purpose goal, while the product/process objectives are the most specific.

This model does not preclude a school district or local educational group from also stating goals. We have seen that goals can be stated on various levels of specificity. Sometimes, it might help program planners to state career education goals which focus more on the goals of their district. This is perfectly valid, as long as the goal statement is compatible with the overall purpose goals and instructional goals stated by the Department of Education, and as long as the purpose statement meet the criteria for goals statements discussed earlier in this paper.

If a district or local group decides that it would be helpful to make goal statements, the following list of criteria for educational goals (which

were the same criteria used by the DOE) might help set the tone of the
language used:

1. The goals for an education system should be comprehensive,
   in the sense that they must encompass the needs of the entire
   population, including all economic and ethnic groups, and all
   ages.

2. Each goal should be identified in terms of a function it will
   perform in the life of the individual; at the same time, the
   tendency to identify goals because they are traditional must
   be scrupulously avoided.

3. Goals must be based upon projections of the conditions of
   life in the future, and not be circumscribed by currently
   existing situations.

4. The total set of goals must exhibit a balance in terms of the
   totality of the individual's adult activities, including occupa-
   tional, social, and leisure time pursuits. [16]

Any attempt to conceptualize and/or develop a model for a successful
career education program must be based on the accurate identification of
educational needs, and the translation of these needs into a hiearchy of
purpose statements which can serve as future guides for all subsequent
program activities. It takes more time initially to clearly define the goals
and objectives of a career education program. However, with a firm base
of goals and objectives to operate from, career education projects will
find that explaining the project to others, choosing resources to implement

the project, administering the project, and evaluation of the project

will be greatly simplified.

FOOTNOTES

1. Bertram M. Gross, Organizations and Their Managing(New York, The Free Press, 1968), Chapter 11.

2. Gross, op. & crit., p. 265.

3. Ibid., p. 11.

4. Operation PEP, Goals for Public Education in Texas. A Report by the Subcommittee on Goals to the Governor's Committee On Public School Education, (Gurlingame, Calif., December, 1968) p. 1 (also see ERIC ED-051560).

5. Donald N. Miller, A Manager's Guide to Objectives - Revised Edition (Operation PEP, Burlingame, Calif., October, 1969) p. 10 (also see ERIC ED-043135).

6. Florida State Department of Education, Goals for Education In Florida, (Tallahassee, 1972), p. 5.

7. Florida State Department of Education, op. & crit., p. 4.

8. Ibid, p. 5.

9. Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California, Feraon Publishers, 1962).

10. Operation PEP, op., & crit., p. 2.

11. Ibid, pp. 10-11.

12. Ibid, p. 25.

13. California Personnel and Guidance Association, A California Model for Career Guidance Curriculum K-Adult (Monograph Number 5, 1972), p. 15.

14. California Personnel and Guidance Association, op. & crit., P. 17.

15. Florida State Department of Education, Career Education In Florida, (Tallahassee, October, 1973), p. 5.

16. Florida State Department of Education, Goals for Education In Florida, (Tallahassee, 1972), p. 4.

These pages were

~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

pages 162-164

Guidelines for Placement Services and Follow-Up Studies

State of Florida
Department of Education
Tallahassee, Florida
Floyd T. Christian, Commissioner

Chapter 73-235, Laws of Florida, requires that "on or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers."

Section 6A-6.71(4), State Board of Education Regulations, requires that placement services and follow-up studies by each school board shall be provided according to guidelines prescribed by the Commissioner.

Limited placement services and follow-up studies have been conducted in Florida for a number of years but in general have not been systematic in nature and have not included all students.

A comprehensive program of placement services and follow-up studies includes all students, begins when students enter secondary or post-secondary educational programs, and continues until these students are placed in gainful employment or formal programs to continue their education. The foundation of the placement services should be a comprehensive career education curriculum. To better meet the actual needs of students, follow-up studies should include both gathering data and providing data for use in adjusting curricula.

Coordination of placement services and follow-up studies is essential in each school district. Clearly established procedures for coordination should be visible in each district's comprehensive educational plan. Community, state, and federal agencies, educational institutions, businesses, and industries are resources which should be involved in placement and follow-up.

The validity and effectiveness of the educational programs in each secondary school, area vocational-technical center and school district are reflected by the following:

(1) The extent to which former students enter into activities for which the school has provided preparation, and

(2) The performance of former students in these activities.

This document provides the guidelines issued by the Commissioner of Education for school districts to use in implementing placement services and follow-up studies.

December 1973

GUIDELINES FOR PLACEMENT SERVICES

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, the school board of each district shall ensure that organized placement and follow-up services are established and maintained to assist all students graduating from or leaving each secondary school and each area vocational-technical center in the district. The services of guidance counselors and occupational specialists shall be liberally used in providing these services.

These guidelines are issued in compliance with State Board of Education Regulations for use by each school district.

Objectives of Placement Services

Placement services provided by each school district shall be so designed as to serve the following objectives:

    (1) To serve the needs of students as they seek to gain employment and/or to move to another level of education.

    (2) To provide information that will enable the school and district to adjust instructional programs to meet the needs of students more fully.

    (3) To provide data which indicate where graduates and other former students are placed subsequent to leaving school.

Placement Services

As used in these guidelines, placement services are defined as *assistance to school graduates or leavers, depending upon the desire of the individual to obtain gainful employment, to continue education, or to engage in a combination of employment and further education.*

Responsibility for Placement Services

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that placement services shall be provided for all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institutions administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

    (1) Assignment of Responsibility — The name, position, and responsibilities of the person at the district level charged with developing, coordinating, implementing, and evaluating the district plan for providing placement services.

Examples of responsibilities include the following:

- Identify existing community, state, federal, and private educational agencies in which a student may be employed or enrolled.

- To serve on the district level as liaison with all educational institutions, employers, and agencies in which students are likely to be placed, and to assist individual schools in establishing similar liaisons.

- Develop and implement an evaluation system of placement services provided to students.

- Prepare a report of the effectiveness of placement services provided to students.

- Recommend needed changes in curricula or placement services based on an evaluation of placement services.

- Prepare or direct the preparation of written reports to the school board.

(2) Population to be Served – Placement services shall be provided for every student enrolled in a program and may be provided for former students who have graduated or left school.

School Graduate

As used in these guidelines, a school graduate is defined as *an individual who has received a high school diploma or other formal recognition, such as a certificate for the successful completion of a prescribed program of study.*

School Leaver

As used in these guidelines, a school leaver is defined as *an individual who either leaves school prior to high school graduation or before completing a program of studies without transferring to another school.*

Secondary School

As used in these guidelines, a secondary school is defined as *a school enrolling students in any one or any combination of the following grade levels: 8, 9, 10, 11, 12.*

Areas of Placement

The areas of placement services offered to each student shall depend upon the desires of the individual to gain employment, to enroll in further education, or to engage in a combination of employment and further education. Areas of placement may include, but are not limited to, the following:

- Job Placement

- Four Year College and University

- Area Vocational-Technical Center

- Community College

- Adult Education Program

- Military Service

- Private School

- Sheltered Workshop

- Any other educational or job alternative available.

(3) Procedure for Implementing Placement Services — Each district shall adopt procedures which provide placement services for each graduate or school leaver. The types of services to be provided should be clearly stated. Placement services may include, but are not limited to, the following activities:

- Coordinating activities with efforts of community, state and federal agencies and post-secondary educational institutions to provide placement services to students.

- Contacting prospective employers to ascertain job opportunities.

- Maintaining a file of employers who have previously hired former students.

- Maintaining a file on each student using placement services.

- Referring students to appropriate community agencies capable of meeting their needs.

- Contacting potential employers and personnel from post-secondary educational institutions and extending an invitation to visit the school.

3

- Maintaining lists of students desiring employment in specific careers.

- Maintaining files on specific job openings.

- Abstracting key job information for dissemination to students, administration and faculty.

- Collecting and disseminating educational and career information.

- Providing formal or informal training to students in the areas of job placement skills, life-planning, and decision-making.

- Attending local meetings of business and civic organizations to explain placement services offered.

- Coordinating placement services within each school, and

- Providing career placement counseling in each school.

(4) Duration of Placement Services — Each district shall provide placement services for at least one year after the student has graduated from or left school.

(5) Collection of Data — Procedures must be established for collecting information which will enable each district and each school to evaluate the effectiveness of the placement services provided.

The types of information to be collected include:

- Number of students in each identified category: school leavers and school graduates.

- Number of students (by category) who registered or obtained placement services.

- Number of students (by category) who were placed, and in what areas.

- Areas in which students experienced difficulty in being placed.

(6) Analyses of Data — Analyses of data must include:

  (a) School and educational program deficiencies identified by the placement information.

  (b) Changes or modifications in both curriculum and placement services needed to alleviate deficiencies identified.

4

(7) Reports — Beginning January 1, 1976, and each year thereafter, the superintendent shall make an annual written report to the school board with recommendations for each area of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post-secondary educational institutions. This report should reflect an assessment of the procedures used in placement with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education.

GUIDELINES FOR FOLLOW-UP STUDIES

Pursuant to Chapter 73-235, Laws of Florida, and Section 6A-6.71(4), State Board of Education Regulations, each school board shall ensure that:

> ... appropriate evaluation is made of the performance of former students as they pursue careers for which they received preparation while attending any secondary or post-secondary program in the schools of that district.

> ... each secondary school, each area vocational-technical center, and each district is required to review its program in relation to the information provided by the follow-up evaluations.

These guidelines are issued in compliance with the State Board of Education Regulations and are to be used by each school district.

Objectives of Follow-Up Studies

Follow-up studies performed by school districts shall be so designed as to serve the following objectives:

> (1) To determine the effectiveness of instructional programs in meeting their stated goals and objectives. (e.g., How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students?)

> (2) To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled. (e.g., Were former students required to learn skills or knowledge not needed? Are former students required to engage in on-the-job activities which were not included in the educational program?)

Follow-Up Studies

As used in these guidelines. follow-up studies are defined as *a systematic examine on of the performance of former students in relation to goals and objectives of the educational programs through which the students were prepared.*

Responsibility for Follow-Up Studies

Each school board shall, prior to September 1, 1974, adopt a district-wide plan to ensure that follow-up evaluations are made on the placement and performance of all students graduating from or leaving each secondary school, area vocational-technical center or other post-secondary institution administered by the school district. The plan shall be included in the District Comprehensive Educational Plan and submitted to the Department of Education.

The district plan must include the following:

(1) Assignment of Responsibility — The name, position, and responsibilities of each person at the district level charged with the responsibility for designing, coordinating, implementing, and evaluating the follow up studies.

Examples of responsibilities include the following:

(a) Design or coordinate the design for the follow-up study in conjunction with district level personnel who supervise or coordinate instructional programs.

(b) Examine or coordinate the examination of the results of the follow-up study.

(c) Based upon information developed in the follow-up studies, prepare written reports to the school board concerning areas of curricular deficiency.

(2) Population to be Followed-Up — Initial follow-up studies shall include each former student who graduated or left school. Subsequent follow-up studies may include a random sample of former students.

(3) Schedule for Conducting Follow-Up Studies

(a) The initial follow-up of all former students should be conducted within the period from four to fifteen months after the student leaves school.

1. The follow-up study developed by the Division of Vocational Education shall be included for each former student completing a vocational-technical preparatory program or leaving school with a marketable skill.[1] This study shall be conducted during October of the school year following the student's exit from school.[2]

2. The follow-up study for each student who leaves school before graduation should include an exit interview to determine the reason(s) for leaving and his perception of all curricula and programs in which he was enrolled.

[1] Section 233.0682, Florida Statutes.

[2] U.S. Department of Health, Education and Welfare (Office of Education). *Placement of Program Completions in Vocational Education Programs.* OE Form 3139, December, 1971.

8

(4) Information Needed for Conducting and Examining Follow-Up Studies

(a) The information collected on the follow-up survey shall be designed to draw conclusions relative to the objectives of follow-up studies as previously listed.

(b) Each district shall provide for the systematic study of the factors that are associated with the withdrawal of students who leave school prior to graduation or the completion of their declared education objectives.

(c) To accomplish Section (4)(a) above, it is anticipated that the following steps will be taken for each program offered by each secondary school, area vocational-technical center or other post-secondary institution administered by the school district.

1. Identify program goals and objectives.

2. Devise instruments and procedures for assessing:

a. the performance of former students in relation to identified objectives; and,

b. the adequacy of those goals and objectives in which former students are engaging.

3. Utilize the instruments and procedures for making the above assessments with former students.

(5) Reports — Beginning January 1, 1976, and each year thereafter, an annual written report shall be made to the district school board by follow-up personnel with recommendations concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post secondary educational institutions. This report should reflect an assessment of the procedures used in conducting follow-up studies with recommendations for any necessary changes in policy or procedure. One copy of the annual report shall be submitted to the Commissioner of Education. If the district so desires, the annual written reports for placement and follow-up may be combined into one document.
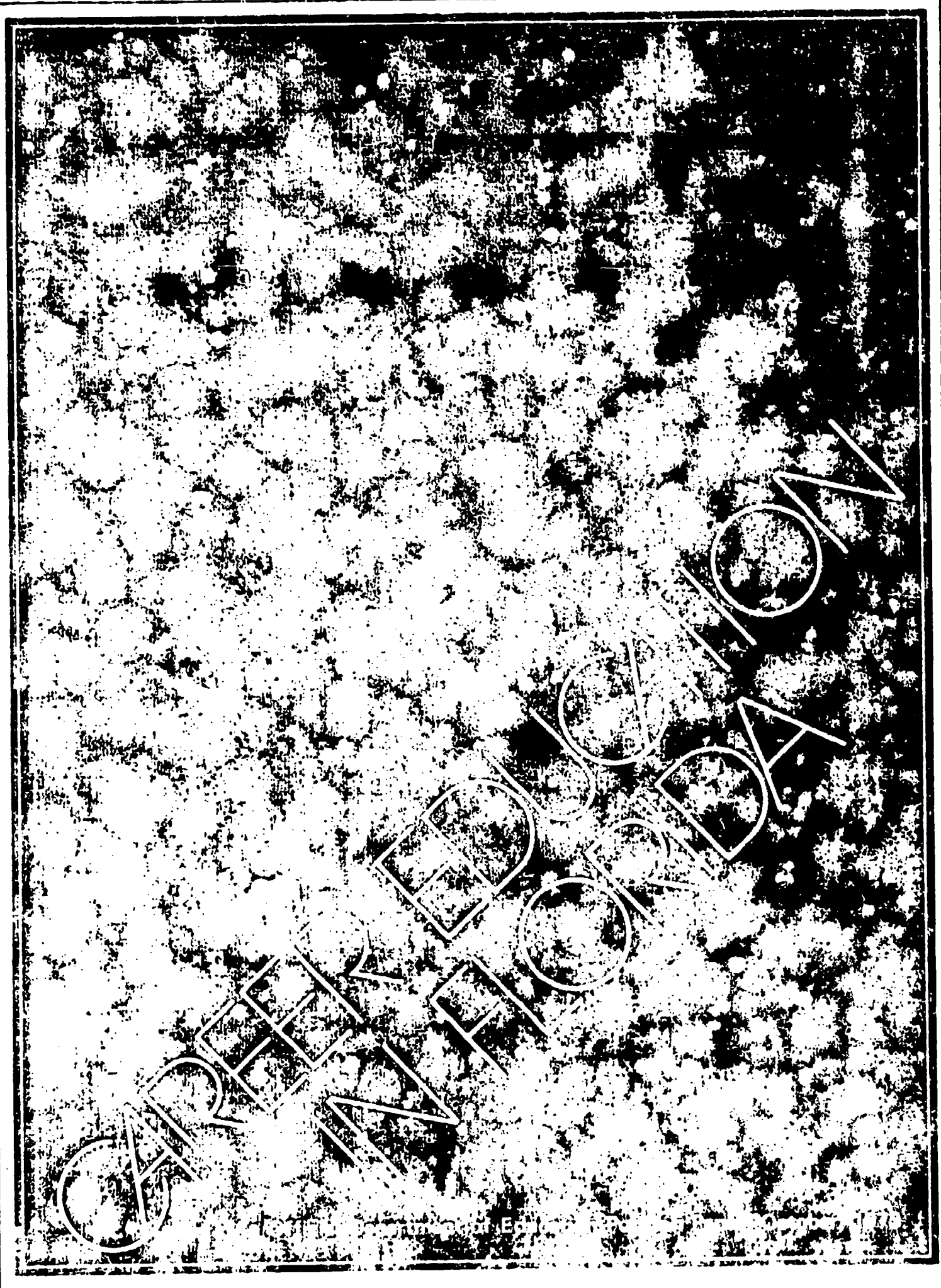
FOREWORD

Education which is career oriented can make a substantial and exciting difference in the lives of learners exploring their own potential, youths seeking an adult role, and adults searching for a more satisfying life.

The educational system of the State of Florida seeks cooperative and coordinated efforts with all citizens and institutions of the state to assure each person of the right and opportunity to pursue learning in search of and as part of productive and satisfying living.

Florida Department of Education

TABLE OF CONTENTS

CATION, JUSTICE AND EQUALITY

All people do not agree on what one should learn in the name of education. Few disagree, however, that education should assist one to improve the ability to "think" and to "read." A recent addition to this is agreement that education should encompass one's "careers." The term "career" includes productive activity which is salaried or non-salaried. Education which is career oriented allows one to exit and reenter the educational system or work as often as he chooses and to be instructed in both as needed.

Career education is for all learners

It is not for any one economic, social, ethnic, or ability group. It is for learners of ALL economic, social, and ethnic backgrounds. It is for ALL levels of ability. It is learner centered. It seeks to achieve the goals of justice and equality of opportunity in education.

Career education is in all levels of education

It is included from kindergarten through university education and in adult continuing education. It is infused into the regular curriculum. It enriches the traditional disciplines.

Career education is for all occupations and professions

It provides job-entry skills to all learners prior to or upon leaving the educational system. It provides awareness of all occupations and professions. It provides preparation for those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence.

BEST COPY AVAILABLE

Career education includes the community

The environment and resources for career education include both the school and the community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

Career education is lifetime education

It is education to meet career needs at every stage during one's life.

Career education is liberating education

It helps each learner to grow, to develop, to learn. It encourages each learner to advance both educationally and occupationally as far and as fast as individual abilities permit.

Career education is based on the principle of "no rejects"

Its goals include one hundred percent placement of all learners. Placement may be in a career or in an educational program which is additionally preparatory. The placement feature has a double purpose: (1) to ensure that career education is goal-oriented for all learners, and (2) to ensure that the educational system is willing to accept the responsibility for its programs. Placement and follow-up is a demanding feature of career education. It provides the most important basis for accountability.

Career education is based on values and beliefs

The values and beliefs of the Florida Department of Education are as follows:

- Every individual is of infinite value.

- Every individual is unique.

- Every individual has a right to become himself.

- Education should help a person become free. (Freedom is the power to choose from among alternatives with the acceptance of the consequences for the choices made.)

- People, given the truth, will usually make wise choices.

- Power (political and economic) must be widely shared among all the people if tyranny is to be avoided.

- Existing political processes can be used for change and, in fact, are the best known means for peaceful change.

- Institutions and agencies are, or continue to be, valuable only as they help achieve the persistent aspirations of man and meet social needs.

- The good society is the open society.

- People are more important than things.

Career education seeks to achieve the goals of justice and equality of opportunity in education and life.

CAREER EDUCATION — THE STATE GOAL

The **Goals for Education in Florida**, adopted by the State Board of Education, set the directions for Florida's system of public education. They include seven "Goals for Student Development" and three "Organizational Goals." The following statements about the goals for student development illustrate that career education is not separate from one's total learning.

Communication and learning skills are fundamental to virtually all salaried and non-salaried careers.

Citizenship education provides a basis for many public services, assists learners in selecting meaningful careers, and assists in harmonizing career activities with one's social responsibilities.

Occupational interests form the basis of most careers for most people. Career education endeavors to help individuals identify and become proficient in occupational areas they choose as careers.

Mental and physical health are vital to any career which is pursued.

Home and family relationships constitute a career for many persons for many years. They are also a critical factor in the success of many whose careers are centered outside the home.

Aesthetic and cultural appreciation is an important influence on many career choices.

Human relations is an important factor in career choice and is an important determinant of success in many careers.

The purposes of career education are not limited to any one subset of the state's adopted educational goals but encompass all of them. Strengthening career education requires the redesign of present educational programs and practices. To assure fusion of career education into the existing system, it is necessary to establish educational objectives which support career education. Consistent with the definition of goals and objectives as adopted by the State Board of Education in April, 1971, the following state goal for career education is adopted. This goal should serve as a guide to those in the schools, institutions, and communities throughout the state who seek to design and implement career oriented education.

State Goal for Career Education

Career Education. Career education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. Such knowledge, skills, and attitudes shall be the maximum the learner's abilities and motivation allow. The career development decisions shall maximize the learner's self realization, social effectiveness, economic productivity, and moral responsibility. As a result, each learner shall carry out social roles and achieve an active, productive, and satisfying life.

Career education experiences should result in knowledge of one's self and one's environment. They should prepare one to use knowledge and make wise career decisions. They should result in proven competence

> **Knowledge of One's Self.** Career education shall provide each learner with the experiences necessary to identify individual abilities, interests, and priorities in relation to career development.

> **Knowledge of One's Environment.** Career education shall provide each learner with the experiences necessary to identify and cope with those aspects of the environment which play an important role in career development

> **Using One's Knowledge.** Career education shall provide each learner with the experiences necessary to identify the connection between formal education other types of learning, and career development. Every learner should remain in the educational system until these attitudes, skills, and knowledge necessary for self realization as a contributing member of society are gained. Each learner should view continuing education as a means of reviewing, advancing, or redirecting career development.

> **Wise Career Decisions.** Career education shall provide each learner with the experiences necessary to make rational career decisions, either independently or with assistance of others who are competent to help. It provides the opportunity to exit and reenter the educational system or work as often as one chooses.

> **Proven Competence.** Career education shall provide each learner with the experiences necessary to achieve the knowledge, skills, and attitudes necessary to pursue the career of one's choice

From the state goal, appropriate persons in each classroom, educational program, school, institution, and community in the state should establish objectives to meet specific learner and community needs. These include instructional objectives, both process and product, and management support objectives.

3B

CAREER EDUCATION: COMPETENCY-BASED CREDENTIALING

Career education is something broader than "vocational" but more focused in terms of personal survival skills than "general studies" or "liberal arts." The term "career" refers to "one's progress through life." Career education, then, is education which pays special attention to personal growth in terms of occupational, avocational, and personal skills required for "one's progress through life."

Career education pays special attention to the skills, knowledge and attitudes one needs to cope in the "real world" environment. It is essential that these competencies be identified for the learner, the teacher, the teacher educator, and the employer. Career education is education which provides job-entry skills prior to or upon leaving the educational system.

It includes awareness of the preparation for all occupational levels. It includes those occupations requiring minimal knowledge and skills and those professions requiring very high levels of specialized competence. As a practical matter, the credentials of career oriented education must of necessity be based on demonstrable occupational, avocational, and personal competencies. This is competency-based credentialing.

"Competency-based credentialing" means that academic credits and degrees, and occupational licenses and certificates are awarded on the basis of proven performance. They are not awarded on the basis of formal classes attended, prescribed courses completed, or arbitrary amounts of time served in a particular learning role.

How would a system of competency-based credentialing differ from some present practice? The essence of the issue can be seen by distinguishing between two statements: "I can work problems in calculus," and "I took a course in calculus;" or, "I can play the flute" and "I have taken a course in flute playing." A system based on competency would always seek ways to monitor the first statement rather than the second. It appears that such an approach is not only logical but essential if career education is to become a major force in education and society.

A review of past and present credentialing systems indicates that much of it is not competency based and therefore is not consistent with or supportive of the intent of career education. Credentialing systems should be based on proven competencies and should promote the goals and objectives of career education.

6

4

CAREER EDUCATION: CURRICULUM

Career education is not restricted to any level of the educational program or to any age in a person's life. It permeates the entire curriculum and is lifelong.

Career education imposes clear implications on curriculum redesign from early childhood education through university studies into continued learning. Redesign of the curriculum should avoid establishing career education as a separate entity.

The redesign of the curriculum should require the learner to function in the role of "actor" rather than "observer." It should provide for learners at all levels to have direct experiences in "real world" environment.

The curriculum should be tied to the goals of the learner. The learner should be self motivated while in school and should acquire the ability to choose from among the many alternatives available to continue learning throughout life.

The outcomes of curricula which encompass career education should include the following:

Career awareness.

Knowledge concerning career possibilities and career ladders.

Attitudes conducive to career responsibility.

Clarification of moral and ethical values related to career choice, career performance, and the social and economic implications of careers.

Knowledge and abilities related to general employability–personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood.

Competency in specific occupations or other areas of career interest.

5

CAREER EDUCATION: SERVICES TO STUDENTS

Career education requires new and different supportive services for learners at the elementary, secondary, vocational, community college, and university levels.

Services for students, regardless of educational level, must reflect some commonalities in principle and purpose as the following:

Supportive services to assist learners in examining their lives, and in planning to achieve life goals.

Services which are continuous and future-oriented.

Services which are preventive and developmental.

Services which are remedial or clinical.

Services which utilize personnel with varied levels and types of preparation.

Services which are coordinated through state and local planning, professional organizations, cooperative workshops.

Services which connect the educational setting and the occupational setting.

6

CAREER EDUCATION: TEACHER EDUCATION

Challenges to teacher education inherent in the concept of career education are obvious.

All teachers must be involved.
No grade level, no subject area, and no service area can be left out. First attention for inservice and preservice teacher education must be given to the development of awareness and understanding of career education. Teachers in traditional grade levels, subjects, and service areas may need to be regrouped into new and different patterns for exploration of career education. Regrouping may also be required for developing and learning to use the new materials and practices required for career education.

Teachers must have direct hands-on experiences in the non-school environment of the learners.
Teachers must relate the content of academic subjects to career opportunities and also to the skills, knowledge, and attitudes required in real life situations outside of school. This presents a new challenge to both inservice and preservice teacher education.

Teachers must analyze their own fields of specialization.
Teachers must identify the nature and extent of career-relevant content and methodology in their fields of specialization. Teacher education must aid in this process. This exploration and analysis must be a continuing one. It must take into account technological and social changes and their implications.

Career oriented education for students is dependent upon proven performance of skills, knowledge, and attitudes. Effective career education for teachers is dependent upon teacher education programs based upon demonstrated performance.

Developing a program of teacher education for implementing career education is both a challenge and an opportunity. It is an opportunity to make education more meaningful in the lives of teachers and students. It is an opportunity to reach more young people and adults with relevant educational experiences. It is an opportunity to inspire toward lifetime learning. These opportunities underlie a challenge which cannot be ignored by any teacher or any teacher educator.

CAREER EDUCATION: FLORIDA'S POSITION

Career education is an integral lifelong process. It prepares individuals to become personally fulfilled, economically self-sufficient, and responsive to their responsibilities as citizens. The fundamental concept of career education is that all aspects of education — curriculum, instruction, counseling, and working — should be involved in this process.

Career education is neither academic education nor vocational education, but is an integration of learning and doing which involves both. It is a total concept which should permeate all education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career.

Career education is continuous. It extends from kindergarten through the university, and throughout the working life of the individual. Under this concept, every learner should leave the educational system with a salable skill. This means a minimum of an entry-level occupational skill. The complexity of this skill will depend upon the point at which the learner leaves the educational system, as well as the career interest of the learner. Career education also involves returning to the educational system to gain further competencies in one's career or to change career direction.

Career education functions through the total efforts of public education, the home, and the community. It is aimed at helping all individuals become familiar with the values of a productive society, to integrate these values into personal value systems, and to implement these values in individual life styles. As a result, a productive career should become possible, meaningful, and satisfying for each individual.

Basically, career education concerns itself with the problems of the economic man through providing him with a link between his education and his work. It also recognizes that there are some significant aspects of every man's life outside his role as an economic man. He is, also, a citizen, a person, and an heir to man's past creativity which he not only must take into account, but has an obligation to perpetuate. Therefore, choices involving personal life styles, personal values, and leisure time preferences are an essential part of one's career development.

Management Workshop for Career

Education Project Directors

or Coordinators

Orlando, Florida

COMMUNICATIONS & PLANNING MODEL

April 30, May 1 & 2, 1974

Consultants:
    James E. Smith
    Robert J. Smith

Prepared by:
    Broward County
    Career Education
    Staff

FIGURE 1: DISTRICT -WIDE COMMUNICATION SYSTEM

BEST COPY AVAILABLE

RESOURCE COMMITTEES (7)	
INPUT GROUPS	

STEERING COMMITTEE (1)

TASK COMMITTEES (6)

CAREER EDUCATION PROJECT STAFF (1)

SHERIDAN AND BLANCHE ELY (2)

SOUTH AREA SCHOOLS (7)

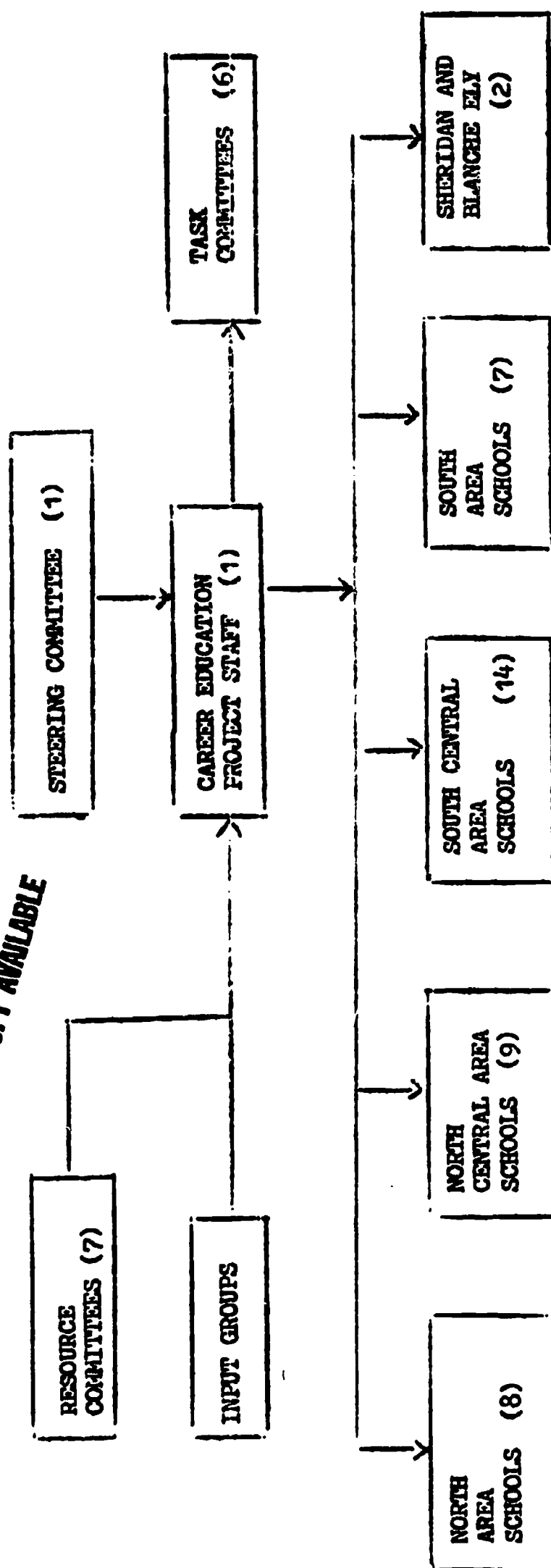SOUTH CENTRAL AREA SCHOOLS (14)

NORTH CENTRAL AREA SCHOOLS (9)

NORTH AREA SCHOOLS (8)

FIGURE 2: COMMUNICATION PROCESS IN PROGRAM DEVELOPMENT
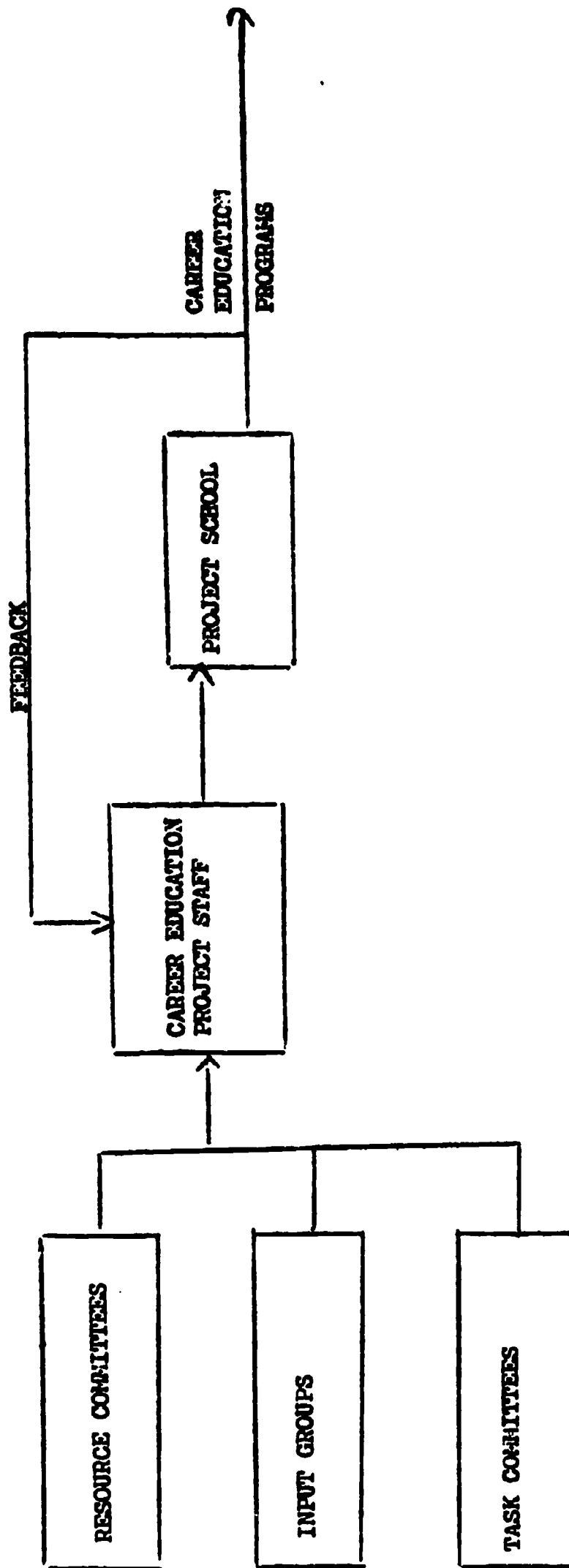
FIGURE 3: INTRASCHOOL COMMUNICATION SYSTEM

BEST COPY AVAILABLE

CAREER EDUCATION PROJECT STAFF

FEEDBACK

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   TEACHER    │──▶   │    SCHOOL    │──▶   │ WRITING AND  │──▶   │   STUDENTS   │
│  SPECIALIST  │      │COMMUNICATION │      │IMPLEMENTATION│      │              │
│              │      │    GROUP     │      │    TEAMS     │      │              │
└──────────────┘      └──────────────┘      └──────────────┘      └──────────────┘
```
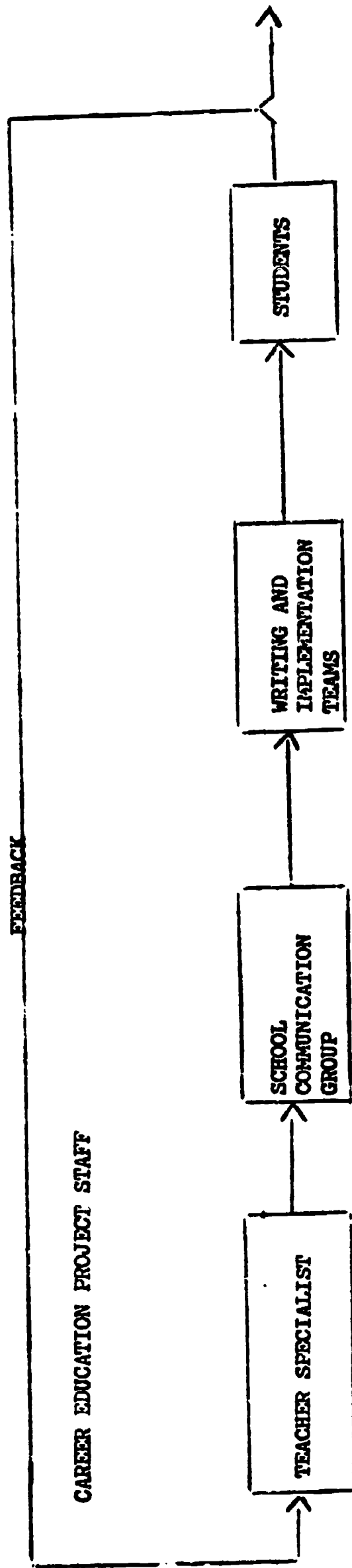
TASK FORCE
STEERING COMMITTEE
(Legal, Policy and Regulations)

A. Meetings with people from national, state, and local public and private funding groups should be held. (To determine what monies are available and what procedure is best for obtaining these funds.) Each bit of funding should be "seed money" to move a certain aspect of the total project forward.

B. Recommendations for needed changes in laws, policies, and regulations should be made. Meetings with national and state legislators to share findings related to ways in which laws, policies, and regulations which affect CE should be held.

C. Meetings should be held with members of the S.D.E. on interpretations of laws, policies, and regulations, and for suggestions of ways in which laws, policies, and regulations should be adjusted to facilitate the most effective implementation of CE.

D. Existing laws, policies, and regulations pertaining to various aspects of the project should be studied. For reinterpretation, adjustment, deletion, originated.

E. Routine Steering Committee activities.

TASK FORCE STAFFING

Develop

A. Roles and tasks for the following positions: Teacher, Counselor, Teacher's Aide, Media Specialists.

B. Deploy Interdisciplinary staff at all levels.

C. Consider use of 3 aides instead of one teacher when considering differentiated staffing (check NOVADS Plan). Obtain periodic reports on Nova D.S.

D. Identify resource people (Local lay and professional people) to work with students on a short-term basis.

E. In the second year of this project, consider the plan wherein new teachers are assigned to one or two experienced teachers for their first year.

F. Prior to hiring new teachers, it is suggested that teachers commit themselves to the concepts of CE and II.

Task Force Staffing cont.

G. Diffusion of teachers from "pilot" schools to other schools in the county - and the placing of interns should be considered.

H. Feedback on new employee performance during first 6 months.

I. Project to minimize substitutes.

J. One facility for renewal

Examine the job and the role of counselor and deployment of counselor.

Teacher responsibility in performing counselor tasks.

Examine role of counselors as trainers of teachers.

Define role of media specialist related to C.E. activities.

Define the role of the principal in C.E., as administrative specialist.

Define the role of the District Supervisors, and relationship to other key personnel.

Define the relationship of all specialists.

TASK FORCE
CONTENT CURRICULUM

Refer to the (8) elements of the National Career Education Matrix when developing PO's.

Given 15 clusters, develop occupational areas within each cluster, per DOT, local, and other organizational schemes.

Survey existing content units in-house and out-house (e.g., LOOM) to determine what units should be used (off-the-shelf) and what units are required to be designed and developed by Broward County, including recommendations of equipment and materials.

Format for teacher units, regarding C.E. Unit.

Insure inter and disciplinary ties in basic skills.

Step up quality control guidelines.

Wherever possible develop PO's related to existing work-experience programs.

Review VIP and relate to National C.E. Matrix.

TASK FORCE
INSTRUCTIONAL

A. Given the developed PO's and activities from the units, examine
    various ways of classroom organization, staff deployment, sched-
    uling, organization of materials and equipment, record keeping
    and instructional modes, for CE relevancy, specifically, e.g.,
    role playing, group dynamics, instructional competency, assess-
    ments, differentiated group size, community resources, etc..

B. Designate special means to organize time, staff, students, fa-
    cilities, equipment, materials and activities to further indi-
    vidualize instruction relative to Career Education.

TASK FORCE
SCHEDULING AND FACILITIES MANAGEMENT

A. Consider expanded school day, week and longer school year.

B. Consider block-time scheduling.

C. Develop space utilization model, specifically with respect to
    special facilities, room capacity, teacher assignments, student
    density.

D. Develop rationale for P.O. selection and course selections by
    students.

E. Review transportation logistics.

F. Search for facilities to be used with the project during school,
    both open and conventional, especially for elementary and middle
    school "career centers".

G. Consider out-of-school facilities at all levels, to accomodate
    field trips and other short term activities, e.g., hospitals,
    offices, factories, etc..

H. Consider a community school and ways of keeping schools open
    evenings and Saturdays.

TASK FORCE
INSERVICE

BEST COPY AVAILABLE

A. Develop total scope of who is to be inserviced.

B. Identify contact personnel within each facility to be inserviced.

C. Identify representatives at each grade level facility to assess what is feasible for inservice.

D. Develop yearly and summer program.

E. Identify Inservice cadre.

F. Develop staff needs related to further individualized instruction related to Career Education.

G. Prepare report on needs assessment.

H. Consider incentive workshops in C.E., e.g., to improve all capabilities to teach reading, extension of teachers capabilities to operate in open facilities, extension of teachers flexibility in more conventional schools, and unique needs of C.E.,

I. Suggest that local universities (e.g., Nova, F.A.U., F.I.U., and Miami U) be requested to teach and give credit for C.E. courses, e.g., general introduction to C.E. materials, and evaluation.

J. Inservice of C.E. Project school staffs should focus on an awareness of C.E., curricular and instruction model development, periodic reassessment and adjustment, and guidance. Consultants will need to be identified.

K. A 16 mm film on CE concepts should be developed with the assistance of ITV, for use with Broward County teachers and the immediate community, but should also be appropriate for any other community or school district in the state inter:sted in C.E.

L. Develop workshops for both community college and Broward County School System teachers and counselors concerning existing and needed course offerings.

199

A. In developing the scope of Support Systems, consider the following:

1) Interest, temperament, aptitude, student preference records.
2) Career Opportunity Information, e.g., C.O.T., Community Employment Profile, etc.,
3) Student Data e.g., grades, attitudes, attendance and referrals, Demographic e.g., drop-outs, mobility, etc.,
4) Performance objectives and Course Data including instructional mode consideration and classroom management data.
5) Work Experience and Placement Data.

B. In developing priorities for support systems implementation, consider the following:

1) An employment data vs course offering match (model)
2) Develop new PO's and LAP's

C. Consider implications of Early completion, Advanced Placement, Job Entry, Apprenticeship, and similar programs studied for inclusion in the CE program. The need for more systematic methods to communicate programs available to senior-high students, examination of new ways by which the community college can serve these students.

D. The need for on-going systems for gathering information relating to students, to the job market, and to follow-up. These information systems should tie in with current local and state efforts. (S.D.E. and local systems people should be contacted to assess present efforts and to discuss work to be undertaken.)

E. A student record-keeping system focusing on benefit indicators should be developed. In-class and in-school activities can be monitored in terms of indicators, e.g., attendance, tardiness, grades, discipline referrals, suspension, confrontation with law enforcement agents, participation in after-school activities, and students, teachers and parent attitudes toward school.

F. Plan for a system to furnish Broward County and national employment data, in conjunction with Project VIEW. A system to provide student awareness data should be organized, such efforts as VIP decision-making program should be considered.

G. Need for a system to identify career-oriented activities which students pursue while they are in school or after they exit school.

TASK FORCE
INFORMATION & INVOLVEMENT-PUBLIC GROUPS-STUDENTS-PROFESSIONAL GROUPS

A. Visitations to CE Projects through t the state and nation will be conducted. CE communication letters will be designed and distributed to all school personnel and students at least twice during the year, to provide general information.

B. Student kick-off meetings from middle and high schools will be allowed to visit project schools and talk with students. (Two representatives from each 500-1000 students will be named from each middle and high school.)

C. At least one (1) presentation (questions and answers) meeting will be held in each school in the Broward County system. Reactions of faculties will be considered in all future plans. (AV and ITV materials are needed). Also, one (1) meeting of representatives of each county school. All school district personnel should be provided opportunities for project school visitation.

D. Each professional organization should have at least one meeting which deals with Career Education. To introduce the concept of CE and p? re for implementation of a CE Program in Broward County, a meeting of 50-150 key community leaders should be held. (It is hoped that national personnel e.g., Puchinski, Marland will be available to speak.)

E. A series of well-prepared press releases should be written and distributed. They should report accurately plans, status, strengths, and pitfalls of the project. They should be in "lay" language.

F. A series of media conferences should be held to report accurately plans, status, strengths, and pitfalls of the project.

G. Programs for community information and involvement should be planned and held. The ITV film may be useful here. These programs should be organized to get subsequent feedback.

H. Community people should be encouraged to visit the project schools and classes. A series of events which include program, schedule, and announcements should be developed to implement this event. Volunteer community people should be used as tour guides.

I. Form a speakers' bureau of professional and community people. Announcement of the bureau's availability should be provided for all groups and clubs (Use ITV film).

J. Every two months, a release on the topic of Career Education should be prepared and sent to all schools.

K. Hold at least one student assembly per year in each school (ITV film). Students in project schools should be involved.

L. Develop a system for every teacher, principal, etc., to find out what is going on in Career Education.

TASK FORCE
EVALUATION

A. Using the State Design, an evaluation based upon program and student objectives should be conducted.

B. A mechanized system for the collection of student data should be prepared.

C. A plan for evaluation of student growth, K-12, along the 8 dimensions (or elements) of the Career Education Matrix.

D. Procedures, instrumentation, and controls for evaluating the effects of Career Education as separate from the effects of other on-going programs in the District, e.g., Migrant, Title I, etc.,

E. Procedures and instrumentation for evaluating the effects of Career Education curriculum units.

F. Procedures and instrumentation for evaluating the effects of processes uniquely relevant to career education, e.g., role playing, decision-making, group dynamics, worker identification, etc.,

G. Instruments to evaluate the processes associated with unit and LAP production.

H. Evaluation of In-Service effects.

TASK FORCE
MANAGEMENT INFORMATION SYSTEMS
COST/EFFECTIVENESS

A. Set out target dates - Persons Responsible - Costs - Committees - Progress Reports - Assessment Reports - Yearly Summary Reports.

B. Periodic reports and comprehensive year-end report should be prepared for program, teacher, student, and community use.

C. Close association with the S.D.E. cost/effectiveness model should be maintained (a new budgeting and accounting system will lend itself readily to the State's work in this area). Attempts should be made to implement the model.

D. A plan for CE cost/effectiveness should be developed, based upon information gained through examination of local, State, and National cost/effectiveness models.

PROJECT DIRECTOR

(Work Twelve Month Year)

The Project Director efforts will be primarily directed towards coordinating project activities both within the project schools and throughout the county.

1. Be responsible for establishing means to and coordinating already existing county wide career education activities.

2. Be responsible for needs assessment, planning and implementation as related to inservice.

3. Coordinate the development of curriculum materials and management systems for those materials.

4. Coordinate efforts related to speakers bureau, school visitations, the resource bank and the resource center.

5. Work with and coordinate efforts that relate to Total Information, Scheduling, the longer school day, week and year, Cost/Effectiveness and laws, policies and regulations.

6. Be responsible for and coordinate all dissemination activities (including development of I.T.V. film).

7. In cooperation with appropriate personnel develop renewal concept.

8. In cooperation with appropriate personnel develop staff hiring guidelines.

9. Coordinate efforts of task forces, resource and information teams.

10. Work in close cooperation with the S.D.E. and other counties within the state.

11. Perform any tasks as assigned by the Career Education Steering Committee or its co-chairman.

CURRICULUM AND GUIDANCE SPECIALISTS (6)

(Work Normal Teacher School Year)

Curriculum Specialist will work primarily with teachers and materials in efforts that encourage an interdisciplinary approach structured around career themes. Guidance Specialists will work primarily with counselors and materials that encourage student self-awareness and decision-making activities. Both will work some with teachers, counselors, and administrators and students. Each should plan on being in the schools approximately 80% of their time working with and being available to teachers.

1. Assist in developing system for assessing teacher, counselor and principal inservice needs.

2. Assist in developing inservice program based on needs assessment.

3. Assist in conducting inservice program.

4. Obtain and critique availabal curriculum materials.

5. In cooperation with teachers, counselors and principals, revise available curriculum materials and develop management systems for those materia.s.

6. In cooperation with teachers, counselors and principals, develop curriculum materials and management systems for those materials.

7. Assist teachers and counselors in preparation for and teaching of units.

8. Work with assigned task forces and resource and information teams.

9. Assist teachers, counselors and principals in establishing career centers.

10. Perform other tasks that are assigned by the Project Director.

POSITION TITLE: Teacher Specialists

QUALIFICATIONS: State certificate as teacher on at least
Rank III level with at least three years
teaching and/or guidance experience.

DIRECTLY ACCOUNTABLE: Director, Career Education Project.

SUPERVISES: Not appropriate

JOB GOAL: To work directly with students, teachers,
counselors, media specialist, school-level
administrators, and district-level curriculum
specialists and administrators to insure
each student, kindergarten through twelfth
grade, has a continuous sequential set of
Career Education experiences (i.e., Career
Awareness, Career Exploration, Self-Aware-
ness, and Decision-Making, Salable Skill
Preparation and Placement). The great
majority of time will be centered at the
school level.

PERFORMANCE RESPONSIBILITIES: 1. In cooperation with the project school
principal and their staff assist in:
 a. insuring the involvement of pro-
  fessional staff, lay citizens,
  and students in the development
  of and implementation of Career
  Education plans.

 b. the coordination of already exist-
  ing school Career Education activ-
  ities.

 c. the coordination of adapting and
  developing programs and curriculum
  materials.

 d. the coordination of needs assess-
  ment related to inservice and the
  plann...g for and conducting of
  inservice.

 e. dissemination activities.

 f. evaluation activities

 g. establish career centers and career
  days.

 h. administering Career Education
  • budget monies.

Performance Responsibilities: cont.

2. Be a co-chairman of one **Career Education** Task committee and one **Resource committee.**

3. Assist the Director, **Career Education** Project in developing proposals.

4. Utilize all school support **services** as appropriate.

5. Keep informed of new developments in Career Education.

6. Perform other duties as assigned by the Director, Career Education Project.

JOB ACCOUNTABILITY PROCEDURES: The effectiveness of the Career Education Curriculum Specialists will be evaluated in respect to each of the items listed above.

SEMINOLE MIDDLE SCHOOL

JOB DESCRIPTION: CAREER COORDINATOR - SEMINOLE MIDDLE

1. Complete Administrative duties as they apply to the planning, coordination, implementation, & documentation of the Career Education Program at Seminole.

2. Help plan and conduct inservice as necessary to promote Career Education at Seminole.

3. Be knowledgeable about all Career Education activities in progress at the school

4. Coordinate the development and distribution of Career Education materials within the school.

5. Be aware of and gather Career Education materials developed in own school.

6. Be knowledgeable about the resource activities and operation of the Career Center.

7. Chair the Steering Committee for Career Education at Seminole.

8. Evaluate the Career Education Program at Seminole.

9. Serve as liason with students, parents and the Seminole community.

10. Attend called meetings of Co-ordinators.

11. Notify the news media of Career Education activities at Seminole.

Signed _____

_____

IN-SCHOOL CAREER EDUCATION PERSONNEL

One of the components proposed for the 1973-74 Broward County
Career Education Program is paid in-school personnel. These
personnel might serve a number of roles. At this time, it
seems best to describe two kinds of people.

The first, to be called the Contact Person, will perform the
administrative roles described under #1 below. The Contact
Person should be an administrator or guidance counselor who
is available for phone messages at any time of day. Pay would
be a fixed sum per month.

The second, to be called a Coordinator, would be responsible
for Career Education activities described under #2 and #3 below.
In practice, more than one teacher in a school may share these
duties. Pay would be made for specific tasks completed.

Finally, the duties listed under #4 below would be accomplished
by the occupational specialist where one is available or might be
done for pay by a teacher in schools where no occupational special-
ist exists.

1. Administrator: Contact Person

   a. serve as liason between school Career Education teachers
      and County Career Education specialists.

   b. schedule all writing sessions

2. Career Center Developer: Coordinator

   a. work with media specialist to list all available career-
      related books, pamphlets, audio tapes, films, filmstrips,
      and other materials in the school.

   b. work with media specialist to write and/or call various
      organizations for other free material as described above.

   c. work with media specialist to organize all materials above
      in one area, called a Career Center.

   d. organize parent volunteers, teachers, and/or media specialists
      so that Career Center is "manned" as often as possible for
      student use.

IN-SCHOOL CAREER EDUCATION PERSONNEL

3. <u>Writing Session Leader</u>: Coordinator

   a. organize resource materials for teacher writing sessions

   b. follow agreed-upon format for Career Education units

   c. lead a group of teachers in writing Career Education units
       in his own school.

   d. lead a group of teachers in writing Career Education units
       in another school. .

4. <u>Field Trip Organizer</u>: Occupational Specialist

   a. plan and schedule all Career Education field trips and
       guest speakers

   b. work with all Career Education teachers in implementing
       such trips and speakers

5. <u>Hands-on Specialist (Curator)</u>:

   a. locate and learn how to use LOOM materials, Academic Games, and
       other hands-on-on activities.

   b. teach teachers to use all materials and activities which are
       appropriate

6. <u>Vocational Career Specialist</u>:

   a. enlighten vocational teachers about career education activities

   b. help to infuse career education activities into vocational
       curriculum and programs

   c. serve as liason between basic studies teachers and vocational
       teachers.

7. <u>Small Group Specialist</u>:

   a. learn about and practice various instructional techniques with
       small groups of students

   b. demonstrate techniques to other teachers and help them to use
       the techniques

LIST OF COMMITMENTS

1. To have a school Career Education communication group composed of administrators, teachers, counselors, media and occupational specialists, students, and parents.

2. To establish a school-wide scope and sequence for Career Education.

3. To establish and operate a career center.

4. To select a key staff member to serve as school Career Education coordinator and to release that person to attend Career Education inservice.

5. To hold at least one parent organization meeting relating to Career Education.

6. To implement Career Education activities with a significant percentage of students.

7. To utilize community resource people as guest speakers.

8. To conduct field trips and to provide shadowing experiences.

9. Other commitments of choice.

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Participants

Group 1

Mr. Leo D. Barnes
P. O. Box 184
Geneva, Fl 32732

Mr. Richard J. Bannigan
1450 Flagler Avenue
Jacksonville, Fl 32207

Mr. Walter P. Bucklin
9924 - 46th Avenue, West
Bradenton, Fl 33505

Mr. Henton D. Elmore
201 Marilyn Avenue
Ft. Walton Beach, Fl 32548

Mr. James L. Gautier
1511 Illinois Avenue
Lynn Haven, Fl 32444

Miss Laura Haire

Mr. J. Leon Hamilton
District School Board of
  Lake County
Tavares, Fl 32778

Ms. Susan Horvath
528 Bostwick Avenue
Daytona Beach, Fl 32018

Mrs. Myrtle E. Hunt
3230 - 9th Avenue, South
St. Petersburg, Fl 33705

Dr. Leonard D. Jackson
Alachua County School Board
Gainesville, FL 32601

Mr. Frank Laudano
4718 Hatton Street
Sarasota, Fl 33580

Mr. R. Lawrence Liss
3323 Belvedere Road
West Palm Beach, Fl 33406

Christopher Mendola
3 SE 3rd Street
Ocala, Fl 32670

Mr. Jim Miles
P. O. Box 391
Bartow, Fl 33830

Mr. Fred C. Miller
12113 Midlake Drive
Tampa, Fl 33612

Mr. Michael Neal
2000 Tiger Trail
Cocoa, Fl 32922

Mr. Clinton M. Rouse
P.O. Box 1910
Daytona Beach, FL 32015

Mr. Robert J. Smith
5810 S.W. 37th Ave.
Fort Lauderdale, FL 33312

Mr. James C. Talley
1313 Sharon Rd.
Tallahassee, FL 32303

Mrs. Mary C. Tate
6221 St. Andrews Circle
Fort Myers, FL 33901

Mr. Frank Theriault
7841 Johnson St. Apt. 202B
Pembroke Pines, FL 33023

Mrs. Olive Thomas
2070 Shannon Ave.
Indialantic, FL 32903

Mr. Ernest Upthegrove
38 N.E. 109th St.
Miami Shores, FL 33153

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Participants

Group 2

Mr. George Burnett
P. O. Box 797
Palatka, Fl   32077

Mr. C. M. Clark
Star Route
Hampton, Fl   32044

Mr. J. C. Clemans
St. Augustine Technical Ct.
Collins Ave at Del Monte Drive
St. Augustine, Fl   32084

Mr. David Coggshall
675 Theresa Street
Lake City, Fl   32055

Mr. Elmo Collins, Jr.
Route 3, Box 889
Dade City, Fl   33525

Mrs. Mary Corbin
1507 W. Main Street
Inverness, Fl   32650

Dr. L. Cunningham
1001 - 3rd Avenue, North
Naples, Fl   33940

Mr. James H. Diamond
102 Greenwood Drive
Quincy, Fl   32351

Mr. John A. Downs
2180 Seville Avenue
Vero Beach, Fl   32960

Mr. John E. Earle
294 N.E. 97th St.
Miami, FL 33138

Mr. S. Herb Hendry
Route 1, Box 118
Perry, FL 32347

Mrs. Jo Hewell
P.O. Box 370
Kissimmee, FL 32741

Mr. Eddie L. Johnson
28 Lakewood Driv e
Ridge Manor, FL 33525

Mr. Thomas R. Johnson, JR.
Highlands Co. School Board
Sebring, FL 33870

Mr. Vincent M. Jones
Warren and Church Sts.
Live Oak, FL 32060

Mr. John F. Kelly, Jr.
550 N.W. Azalea Ave.
Port Charlotte, FL 33952

Mr. George R. Lawrence
Route 3, Box 560
Marianna, FL 32446

Mr. Craig Marsh
Third and Cedar St.
Fernandina Beach, Fl 32034

Mr. Jim Norton
2201 S.W. 4th St.
Miami, FL 33135

Mr. William L. Osterhoudt
P.O. Box 2158
Key West, FL 33041

Mr. E. Ray Roberts
500 E. Ocean Blvd.
Stuart, FL 33494

Mr. Jack Roberts
2909 Delaware Ave.
Ft. Pierce, FL 33450

Mr. Jim Ross
500 East Ocean Blvd.
Stuart, FL 33494

Mr. Dan Sheppard
P.O. Box 271
Milton, FL 32570

Mr. Jud Wilhelm
P.O. Box 488
Green Cove Springs, Fl 32043

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Participants

Group 3

Mrs. Andrea F. Barrett
P.O. Box 98
Crawfordville, FL 32327

Mr. Averley Brown
P.O. Box 755
Bunnell, FL 32010

Mrs. Maxine F. Carr
P.O. Box 499
Monticello, FL 32344

Mr. J. P. Deloney
610 S. W. 2nd Ave.
Okeechobee, FL 33472

Mr. Fred D. Greene
P.O. Box 192
Jasper, FL 32052

Mr. Skipper Jones
Box 4-V
Cross City, FL 32628

Mr. Edward J. McCormack
Box 1005
MacClenny, FL 32063

Mr. Howard G. McNeil
Box 128
Lake Butler, FL 32054

Mr. Lester N. Mensch
P.O. Box 458
Moore Haven, FL 33471

Mr. Hogan W. Merritt
P.O. Box 428
Bushnell, FL 33513

Mr. William G. Perry
Box 305
Clewiston, FL 33440

Mr. Walter A. Shriver
Sel Brd Annex, Box 127
Otter Creek, FL 32683

Mr. Rae Palmer Shuler
Box 456
Bristol, FL 32321

Mr. Calvin Stevenson
P.O. Box 444
Chipley, FL 32428

Mr. Carl M. Williams
P.O. Box 67
Trenton, FL 32693

Mr. James E. Witt
P.O. Box 218
Mayo, FL 32066

Mr. Zack A. Wuthrich
c/o Port St. Joe Elem. School
Port St. Joe, FL 32456

MANAGEMENT DEVELOPMENT WORKSHOP FOR
CAREER EDUCATION PROJECT DIRECTORS

Staff Participants

Mrs. Patsy Agee
6880 Lake Ellenor Dr. Suite 116
Orlando, FL

Dr. Robert Andreyka
3433 Castlebar Circle
Tallahassee, FL 32303

Ms. Patricia Arredondo
15?4 Lando Lane
Orlando, FL 32806

Mr. Joe BArkley
3309 Robinhood Rd.
Tallahassee, FL 32303

Ms. Sherrie Branyon
4829 Betty Sue Terrace
Orlando, FL 32808

Mr. Thurman BAiley
Dept. of Ed. Knott Bldg.
Tallahassee, FL 32304

Ms. Mary Joyce Bateman
Pinetree Circle,PO #926
Lake Mary, FL 32746

Mr. Steve Brinsko
1219 W. University Ave.
Gainesville, FL 32603

Ms. Linda Cheatum
3312 Young St.
Winter ark, FL 32789

Mr. Robert E. Collard
810 Watt Drive
Tallahaasee, FL 32303

Mr. Robert A. Croft
1100 Lake Clarke Dr.
West Palm Beach, FL 33406

Ms. Kathleen Gordon
707 Ohio Ave. Apt. 23
Orlando, FL 32805

Mr. Alfred Gonzalez
P.O. Box 63A
Tampa, FL 33601

Ms. Sarah Hurst
6880 Lake Ellenor Dr. Suite 116
Orlando, FL

Mr. Jon Hunt
1119 Crestview Dr.
Tallahassee, FL 32303

Ms. Eleanor J. Jennings
410 Woods Ave.
Orlando, FL 32805

Mr. Romeo M. Massey
2616 Ridgeway St.
Tallahassee, FL 32304

Ms. Jeanette L. McGlamory
1110 Pinecrest Drive
Tallahassee, FL 32301

Mr. F. Donald McCormick
1219 W. University Ave.
Gainesville, FL 32601

Mr. Gerald Marin
University of South FL
Tampa, FL 33601

Ms. Blanche McMullen
117 Miles Johnson Bldg. Rm. 10
Tallahassee, FL 32302

Mr. Robert S. Megow
3826 Mitchell Rd.
Orlando, FL 32808

Ms. Carolyn S. Perry
1211 Venetian Way
Winter Park, FL 32789

Dr. Robert O. Pryor, Ind. Tech Ed
Pensacola JR. College
1000 College Blvd.
Pensacola, FL 32504

Staff Participants
(continued)

Mr. Ray Robinson
410 Woods Ave.
Orlando, FL 32805

Mr. Richard Racine
115 E. Lauren Ct.
Fern Park, FL 32730

Ms. Pinkie Saunders

Dr. James E. Smith
1001 N.W. 4th St.
Ft. Lauderdale, FL 33311

Mr. Edwin L. Shuttleworth

Tallahassee, FL

Ms. Julia Wray

Mr. Custer Whiteside
410 Woods Ave.
Orlando, FL 32805

Mrs. Margaret Winkler

Mrs. Jacklyn L. Zenzel
5433 Leon Circle
Orlando, FL 32810

Management Development Workshop
for Career Education Project Directors

April 30 - May 2, 1974
Howard Johnson's Motor Lodge
603 Lee Road at I-4
Orlando, Florida

Workshop Evaluation Questionnaire

In our efforts to improve the planning and implementation of future workshops and conferences, we are asking your assistance. Please complete this questionnaire and return it to your group chairman.

NOTE: SIGNATURES ARE NOT NECESSARY!

Workshop Purpose: This workshop has been designed to help develop competencies essential to the management of career education projects as well as develop a product which will be placed in the hands of project directors for future reference.

1. Indicate in the appropriate spaces your evaluation of each of the workshop sessions.

Workshop Session	Very Helpful	Helpful	Of Little Help	No Help	Comments
Preparation of Final Report for 1973-74 Career Education Project					
Career Education: Resource Guide					
Use of State Guidelines for Submitting Career Education Project for Funding					
Design & Implementation of In-Service Programs for Project Teachers					
Conceptualizing and Developing a Model Career Education Program					
Establishing Effective Lines of Communication & Working Relationships with District Level/ County Administrations					

Workshop Objectives:

1. Provide an overview and instruction in preparing Final Report for 1973-74 Career Education Project

2. Provide instruction in the use of the Career Education: Resource Guide

3. Provide a review and instruction in how to use the State Guidelines in submitting career education projects for funding, etc.

4. Designing and implementing in-service programs for project teachers (elementary, secondary, and middle-junior high levels)

5. Conceptualizing and developing a model career education program applicable to any county, and

6. Establishing effective lines of communication as well as ways of establishing effective working relationships with district level-county/city administrations.

2. Please indicate, by checking the appropriate box, how well the above objectives were accomplished.

[ ] Excellent [ ] Good [ ] Fair [ ] Poor

3. What aspects of the entire program did you like most and why?

4. What aspects of the entire program did you like least and why?

5. The workshop length was:

[ ] about right [ ] too short [ ] too long

6. The pace of the workshop was:

[ ] too fast [ ] about right [ ] too slow

7. The content of the workshop:

   [ ] too academic   [ ] too elementary   [ ] about right

8. The management of the workshop was

   [ ] excellent   [ ] good   [ ] fair   [ ] poor

9. Considering the length and content of the workshop, the opportunity for participation was:

   [ ] about right   [ ] too little   [ ] none

10. The meeting facilties were:

    [ ] excellent   [ ] good   [ ] fair   [ ] poor

11. If another one week workshop were to be held in the near future, what topic(s) would you suggest be the focus of that workshop?

12. If a one day drive-in follow-up session of this workshop were to be arranged in your area in five or six months, would you like to attend?

    [ ] Yes   [ ] No

13. What kinds of programs and activities do you feel are appropriate for the one day drive-in follow-up session?

14. <u>Any additional comments</u>:

Tally Sheet for

Management Development Workshop
for Career Education Project Directors

April 30 - May 2, 1974
Howard Johnson's Motor Lodge
603 Lee Road at I-4
Orlando, Florida

Workshop Evaluation Questionnaire

In our efforts to improve the planning and implementation of future workshops and conferences, we are asking your assistance. Please complete this questionnaire and return it to your group chairman.

NOTE: SIGNATURES ARE NOT NECESSARY!

Workshop Purpose: This workshop has been designed to help develop competencies essential to the management of career education projects as well as develop a product which will be placed in the hands of project directors for future reference.

---

1. Indicate in the appropriate spaces your evaluation of each of the workshop sessions.

Workshop Session	Very Helpful			Helpful			Of Little Help			No help			Comments
Groups:	1	2	3	1	2	3	1	2	3	1	2	3	
Preparation of Final Report for 1973-74 Career Education Project	6	2	4	8	18	10	1	3	0	1	0	2	
Career Education: Resource Guide	3	1	0	10	16	13	2	4	2	1	0	0	
Use of State Guidelines for Submitting Career Education Project for Funding	0	3	1	1	7	2	2	2	1	2	1	4	
Design & Implementation of In-Service Programs for Project Teachers	5	13	5	7	9	9	5	1	0	0	0	1	
Conceptualizing and Developing a Model Career Education Program	3	6	5	9	13	10	4	3	0	1	1	0	
Establishing Effective Lines of Communication & Working Relationships with District Level/ County Administrations	12	11	3	5	10	6	0	2	6	0	0	1	

Workshop Objectives:

1. Provide an overview and instruction in preparing Final Report for 1973-74 Career Education Project

2. Provide instruction in the use of the Career Education: Resource Guide

3. Provide a review and instruction in how to use the State Guidelines in submitting career education projects for funding, etc.

4. Designing and implementing in-service programs for project teachers (elementary, secondary, and middle-junior high levels)

5. Conceptualizing and developing a model career education program applicable to any county, and

6. Establishing effective lines of communication as well as ways of establishing effective working relationships with district level/county/city administrations.

---

2. Please indicate, by checking the appropriate box, how well the above objectives were accomplished.

Group:	Excellent	Good	Fair	Poor
#1	4	11	3	0
#2	6	15	0	1
#3	1	12	4	0

3. What aspects of the entire program did you like most and why?

Group:	State Level Information	Preparation of Final Report for 1973-74 Career Education Project	Career Education Resource Guide	Use of State Guidelines for Submitting Career Education Projects for Funding	Design and Implementation of In-service Programs for Project Teachers	Conceptualizing and Developing a Model Career Education Program	Establishing Effective Lines of Communication and Working Relationships with District Level/County Administration	Interaction of Participants
#1 **	1	0	0	1	2	0	6	6
#2 **	0	1	0	6	5	1	6	10
#3 **	0	2	1	3	5	2	6	6

**actual number of participants responding to each item

4. What aspects of the entire program did you like least and why?

Group	Lack of Participation	Preparation of Final Report for 1973-74 Career Education Project	Career Education Resource Guide	Use of State Guidelines for Submitting Career Education Projects For Funding	Design and Implementation of In-service Programs for Project Teachers	Conceptualizing and Developing a Model Career Education Program	Establishing effective Lines of Communication and working Relationships With District Level/ County Administration	Opening Day Lack of Needed Materials
#1**	2	0	0	3	0	2	0	1
#2**	0	0	2	2	0	2	0	1
#3**	0	1	1	1	1	0	0	5

** Actual number of participants responding to each item

5. The workshop length was:

Group:	About Right	Too Short	Too Long
#1	16	1	1
#2	22	0	1
#3	17	1	0

6. The pace of the workshop was:

Group:	Too Fast	About Right	Too Slow
#1	1	17	0
#2	1	20	2
#3	0	17	1

7. The content of the workshop:

Group:	Too Academic	Too Elementary	About Right
#1	0	1	16
#2	0	1	21
#3	1	0	15

8. The management of the workshop was:

Group:	Excellent	Good	Fair	Poor
#1	6	12	0	0
#2	8	14	1	0
#3	4	13	1	0

9. Considering the length and content of the workshop, the opportunity for participation was:

Group:	About Right	Too Little	None
#1	10	8	0
#2	17	6	0
#3	15	3	0

10. The meeting facilities were:

Group:	Excellent	Good	Fair	Poor
#1	8	9	1	0
#2	16	7	0	0
#3	9	8	0	0

11. If another one week workshop were to be held in the near future, what topic(s) would you suggest be the focus of that workshop?

12. If a one day drive-in follow-up session of this workshop were to be arranged in your area in five or six months, would you like to attend?

Group:	No	Yes
#1	0	17
#2	1	21
#3	15	3

13. What kinds of programs and activities do you feel are appropriate for the one day drive-in follow-up session?

14. <u>Any additional comments</u>:

MANAGEMENT DEVELOPMENT WORKSHOP
FOR
CAREER EDUCATION PROJECT DIRECTORS

BEST COPY AVAILABLE

Howard Johnson's Motor Lodge
Lee Road at I-4
Orlando, Florida
April 30 -- May 1, 2, 1974

Tuesday, April 30 - Ambassador Room

1:30 - 1:45	Introductory Remarks, Mr. Thurman Bailey State Department of Education
1:45 - 2:00	Overview of Workshop, Dr. Robert Andreyka Florida State University
2:00 - 2:30	Preparation of Final Report for 1973-74. Career Education Project, Mr. Thurman Bailey State Department of Education
2:30 - 3:15	Career Education: Resource Guide, Mrs. Margaret Winkler, Career Education Curriculum Lab.
3:15 - 3:45	Break
3:45 - 4:15	Career Education: A Media Approach, Mr. Chris Mendola, Orange County
4:15 - 5:00	Overview of State Guidelines for submitting Career Education Projects for funding. Mrs. Blanche McMullen (Revised topic.)
Recess	Until 8:30 a.m., May 1, 1974

May 1 - May 2, 1974 - Beginning the second morning, and for

the remainder of the workshop, participants will be divided

into three predetermined groups. These groups will consist of:

1. Large ADA enrollment counties
2. Medium ADA enrollment counties
3. Small ADA enrollment counties

Wednesday, May 1 - Topics and Room Assignments for Group
Work Sessions

Topic #1 The Design and Implementation of In-service
Programs for Project Teachers

   Room 288   Mr. Robert Megow and Staff,
                            Orange County

Topic #2 Conceptualizing and Developing a Model Career
Education Program

   Room 290   Mr. Romeo Massey, Career Educ.
                            Curriculum Lab and Mrs. Myrtle
                            Hunt, Pinellas County

Topic #3 Establishing Effective Lines of Communication
and Working Relationships with District Level
County/City Administrators

   Room 292   Dr. James Smith, Broward County
                            Mr. Robert Smith, Broward County

8:30 - 12:00	Topic Assigned to Each Group
12:00 - 1:30	Lunch
1:30 - 5:00	Topic Assigned to Each Group
5:00	Close of Second Session
Recess	Until 8:00 a.m., May 2, 1974

Thursday, May 2 - Rooms: 288, 290, 292

8:00 - 11:30	Topic Assigned to Each Group
11:30 - 12:00	Conference Evaluation and Summary, Mr. Thurman Bailey and Jon Hunt